

# School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

VOL. XLIV, No. 3

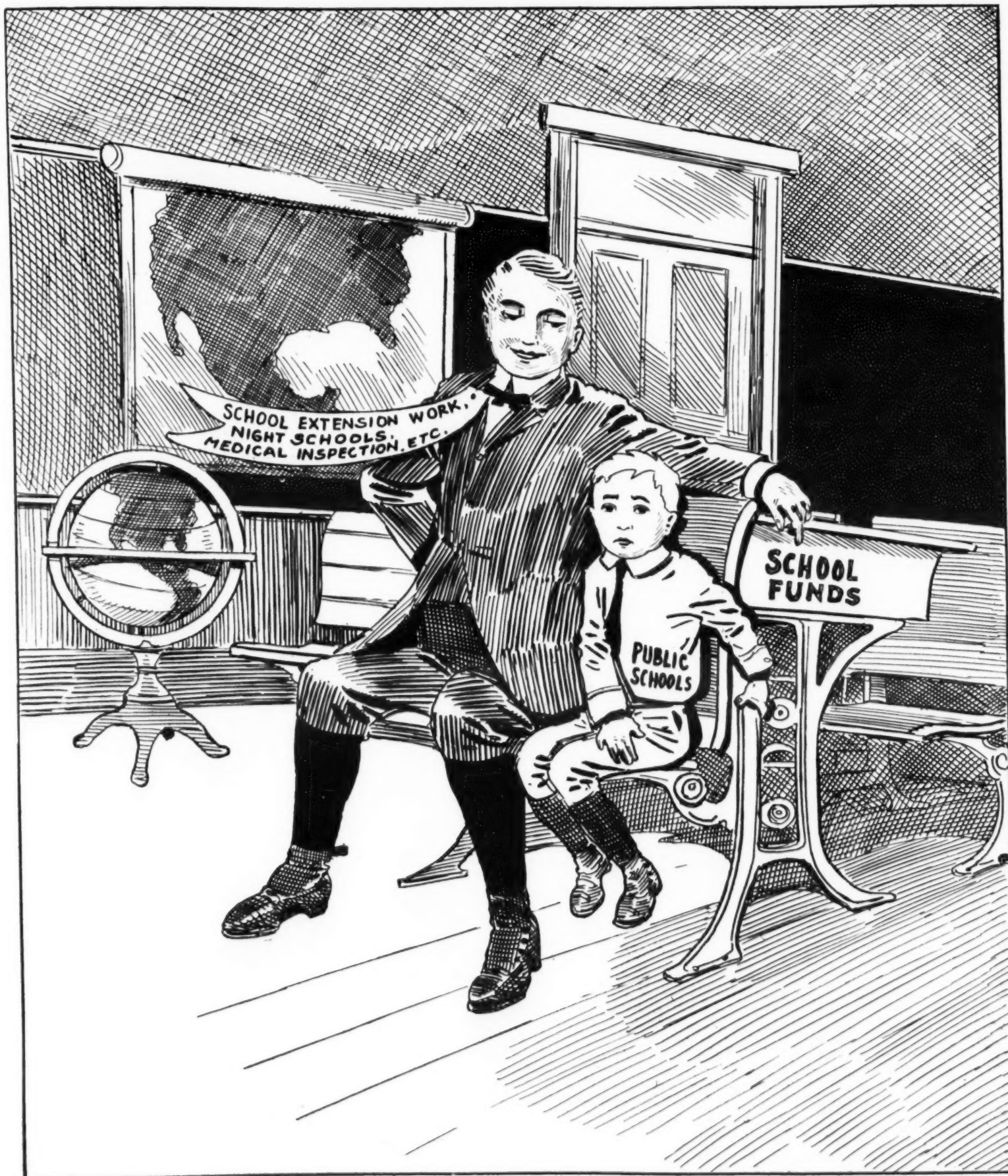
MILWAUKEE—New York—Chicago, MARCH, 1912

DEPARTMENT OF  
EDUCATION

MAR 13 1912

LELAND STANFORD  
JUNIOR UNIVERSITY

SUBSCRIPTION PRICE  
\$1.00 PER YEAR



## OCCUPYING TOO MUCH OF THE SEAT.

Public School Funds should be wholly devoted to the education of the child. School extension projects deserve separate funds.



# School Administration.

## Origin and Functions of the School Board

By W. L. KAUFMAN

The public school system, in the proper sense of the term, is a product of the nineteenth century. In colonial days, each little hamlet established its school and managed it in its own way; and the school district became the unit of the crude educational system in vogue. As these hamlets grew in population and area, other schools were necessarily established, and each one became the nucleus of a new school district. This school district was made legal in 1789, and long continued to be an important factor in educational government, retaining some importance even to the present time in some states.

Since New England was the earliest to establish in the United States a regular system of schools, and since, with immigration westward, the early school system of New England was copied by nearly all of the western states, it may naturally be concluded that to New England we must look for the inception of school organization and supervision.

The school board, in its present form and status, is of comparatively recent origin. Like all important institutions, it did not originate at a certain definite time and place in history, but it was generally the result of gradual evolution and growth. The germ of the board of education, if we may so call its earliest prototype, was the school committee of New England. Whence came this school committee?

### The First Law.

The Puritans educated their children from the very first, but their early efforts were purely voluntary and local. As the new settlements grew in numbers and prosperity, there was doubtless some danger that material interests would crowd out intellectual and moral. To forestall this calamity, a law was framed about the middle of the seventeenth century, making it compulsory for children to be educated to some extent. As a safeguard to the welfare of the state, the child must at least know how to read, and must be made familiar with religious principles and the chief laws of the colony. This first crude law was followed by others, defining and organizing a more or less definite system of instruction.

The ministers were almost the only university-educated men in the colony; they had the controlling influence in the government and it was, therefore, natural that the supervision of early education should be entrusted to them. These ministers visited the schools regularly, examined the children on some sermon recently preached, or in the catechism or bible, and incidentally improved the opportunity, on some occasions, to display their own erudition, to the wondering admiration of the pupils.

In 1710, five men were chosen as inspectors to visit the Boston Latin School with the ministers. This was an innovation which shocked some of the good people of the colony, who indignantly maintained that the ministers were the best people that could be found to oversee the education of the children.

### The Legalization of the District.

Through the troubled times in England during the seventeenth century, New England education suffered much. The convulsions attending the culmination of Stuart tyranny, together

with the national agitation caused by the Puritan revolution and the intolerant policy of the later Stuarts, were not conducive to the advancement of educational interests; but with the beginning of the eighteenth century, when the "Glorious Revolution" had relieved England and her colonies of Stuart tyranny for all time, there came changes for the better. New towns were founded, the people became more prosperous and new schools were demanded. An era of progress began, which was interrupted by the American revolution. With this war ended, however, and the Union established, the school system again claims attention.

In 1789, that law was passed which for the first time made legal the school district. This act also provided for the regular supervision of the schools, either by the ministers and "selectmen," or by committees chosen for that purpose. All the schools must be visited at least once in six months and the pupils examined as to general proficiency. The supervision, however, still continued to be more religious than pedagogical. The administrative duties of this early committee were very light, being generally confined to the selection of a teacher. As a teacher's qualification too often depended upon the amount of work he could do, without much regard to quality, this duty of the committee did not require a very keen discrimination.

This act of 1789 was a step in the right direction and was soon followed by other legislation sanctioning the raising of moneys for school purposes by taxation. When the matter of education touched the purse, there came a demand for better schools; and this demand, together with the efforts of Horace Mann and other pioneers in education, led to important changes, both in the character of the schools and in their administration.

This board of selectmen came to have enlarged powers; they built the schoolhouses, examined and employed the teachers, and together with the ministers of the parish supervised the schools. In the course of time there appeared in this board a committee on schools; this committee later became detached from the board and assumed a separate place in the government of the town. Sometimes the members were appointed by the selectmen and sometimes elected by the town meeting. This early school committee was gradually superseded by the modern school board, with essentially modified form, character and functions.

### The Present Function of School Boards.

Too much stress can hardly be placed upon qualifications for membership of school boards in view of the important functions they perform and the intimate relation they sustain to the entire social structure. In a few cities the school board has little authority save what the city council chooses to delegate to it; but this is an exceptional state of affairs, as the duties of school boards in general are many and very important. They are entrusted with public funds, for the erection and maintenance of buildings, payment of teachers, and purchase of books and apparatus; the public has a right to demand an honest and economical use of funds thus appropriated. They superin-



S. H. HEETER  
Recently elected Superintendent of Schools at  
Pittsburgh, Pa.

tend the adoption of courses of study and have general supervision over the instruction in the schools. In view of these important powers and duties, boards of education should be composed of public-spirited men of good judgment, business ability and integrity, and appreciation of the purpose and importance of public education, and they should be kept free from political, religious, sectarian or other partisanship.

There should be everywhere a wise, honest and capable administration of educational affairs. Truly, the character and efficiency of school boards will improve in proportion to the growth of a healthy public sentiment demanding such administration.

### BASIS FOR JUDGING TEACHERS.

Women instructors in the high schools of New York City, who are entitled to advances in salary under the new "equal pay" law, are having their records examined according to instructions from Superintendent of Schools Wm. H. Maxwell. Only such teachers as have had experience of nine years or more are eligible and only those who are rated "superior" will actually receive the higher pay.

Dr. Maxwell has requested the principals to estimate the teaching ability of the women instructors upon the following basis:

1. (a) Describe the results of this teacher's work during the past three years in advancing his students in the subject he teaches.

(b) State the data on which you base your answer, giving in general terms results of his pupils' examinations, proportion of his pupils promoted; extent to which such promoted pupils sustained themselves in the advanced work. In case of poor results, state any modifying circumstances that should be taken into consideration.

2. Give the strong and weak points of the claimant's method of conducting a lesson as to the following:

(a) Teaching new matter.

(b) Teaching students how to study (including method of attacking the problem peculiar to the teacher's subject).

(c) Drill (fixing in mind points already taught).

(d) Interest of entire class.

3. (a) Success in rapid advancement of bright pupils. Give details.

(b) Success in bringing up backward pupils. Give details.

4. Describe his influence on students as to the development of habits as to honor, orderliness, self-reliance, self-control, courtesy, good physical posture.

5. Describe (a) the teacher's attitude toward his pupils.

(b) The pupils' attitude toward the teacher.

6. (a) Does the teacher maintain and increase his proficiency in his subject matter? If so, specify the means.

(b) Is he still improving as a teacher?

(c) In what respects?

(Continued on page 42)



# The Evening Schools of Grand Rapids

By PAUL C. STETSON, Principal, Central Grammar School, Grand Rapids, Mich.

The evening schools of Grand Rapids, in a period of five years, from 1906 to 1911, have grown from 943 students to over 2,400. The number of teachers has increased from 34 to 124, and the cost of instruction from \$3,176.00 to \$12,000.00. There are at least four reasons for this rapid growth; the natural increase in population, the curriculum, the system of organization, and the skill of the teachers engaged in night-school work.

The local census for 1910 showed that Grand Rapids had a population of 112,571, which is an increase of 12,000 over the census of 1906. Quite a large proportion of this increase was made up of foreigners. Many large settlements of Hollanders, Lithuanians, Hungarians and Italians sprang up in many sections of the city. The presence of so many foreigners created a very real and vital demand for schools where English was taught, and in a very true sense, the evening schools in Grand Rapids came into existence to meet this demand.

The second cause for the success of the Grand Rapids evening schools is found in their broad and elastic curriculum. For many years the chief aim was to teach the foreign element English. Gradually, other branches were added, including the grammar-school course, elementary manual training and domestic science. Last fall witnessed the completion of the course by the opening of the Evening Technical High School in the Union High School (West side), and the beginning of the Evening Academic High School in the Central grammar building (East side).

## The Elementary Schools.

The curriculum for convenience may be divided into two parts—the elementary school and the high school. The elementary course, consisting of work in the first eight grades, is subdivided into Departments I, II and III. The foreigner, for example, takes first reading, penmanship, spelling, arithmetic, and English composition. When this is completed, he is promoted to Course II, which offers work equivalent to the third, fourth and fifth grades. When this work is done satisfactorily, he takes up Department III. Added to his other subjects are geography, civics, history and book-keeping (elective). Assuming that he follows the course closely, the student, upon completing course III, will be given an eighth grade certificate. Closely correlated with the academic

study is the manual training work. Cooking, sewing and millinery, which are graded for the students, offer an opportunity eagerly embraced by many to improve themselves in the household arts. The work done here for the women is very practicable. The course is so graded that both the new house-maid and the experienced cook can find helpful work. The same is true of the course in sewing and millinery. Clothes and hats made in these classes are worn by the pupils. The young men are given benchwork and the more experienced are taught shop mathematics, mechanical drawing and the practical use of machinery.

Enough has been said about the elementary curriculum to show its scope. The effectiveness is indicated by the increased efficiency of the students and by its continual growth.

## The High Schools.

The high-school course also falls naturally into two sections; the technical and the academic. The board of education, in recently remodeling the West Side high school building, kept the local conditions of the school in mind. This school is in the heart of the factory district and the pupils of the evening school come largely from the homes of workers in these factories. They obviously need a different training than those on the East side. Consequently, large and extensive shops are provided and the West Side Evening School is able to meet local conditions and demands. The fact that it does meet them is shown by the growth of the school. Last year it enrolled about 200 students and this year the number has already reached 450. Classes are offered in wireless telegraphy, mechanical drawing, elementary and advanced bench-work, shop-work, blacksmithing and woodworking of all kinds.

The Evening Academic High School serves a different purpose. It is located on the East side and draws largely from clerks, school teachers, servants, etc. This school was opened last October for the first time and has an enrollment of over 300. The course at present is of a necessity rather indefinite and experimental. There is a large class in algebra made up of those who wish to earn credit for college and those who need it for their mechanical drawing. The mechanical-drawing class is large and appeals to the more mature workmen. The classes in Spanish and French are made up largely of public school teachers working for

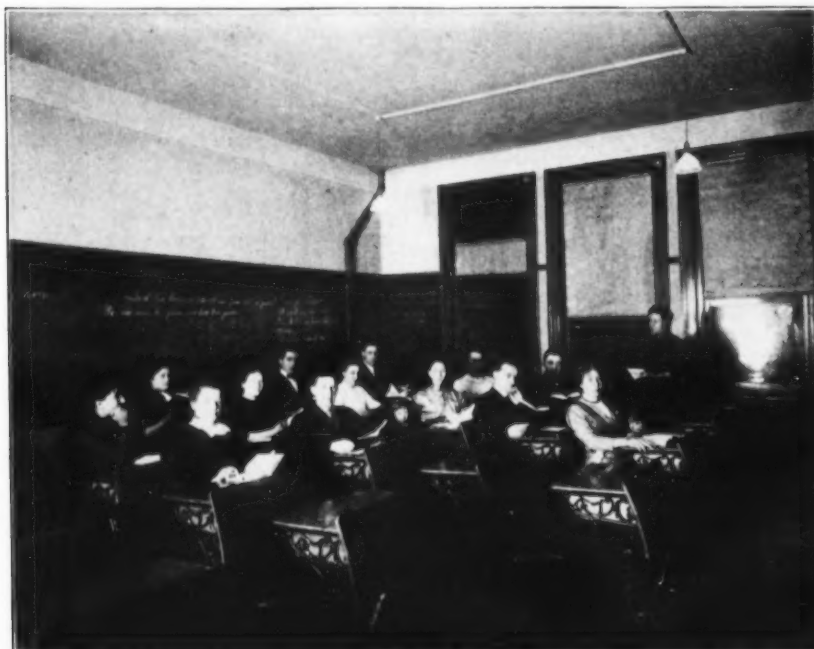
university or normal credits. The commercial department, which includes bookkeeping, type-writing and shorthand, is well attended. One of the most surprising courses in the matter of growth is the art department. Monday night a large "life" class meets; Wednesday night an enthusiastic class in designing; and on Friday night a fine class in the arts-and-crafts work. It was soon found that the pupils come from two sources—the public school teacher who desires to learn what she is required to teach, and the employees of printing and engraving shops. A large political economy class, made up of bank clerks, meets once a week to discuss the theories underlying their daily work. Courses are also offered in advanced cooking, dressmaking and millinery, which are liberally patronized.

## Regulations of the Schools.

The organization of the evening schools is a very simple and a very effective one. The course is free and books are furnished to all except those in the high-school department. However, the student is required to deposit one dollar, as an evidence of good faith, which is returned to him at the end of the course, provided he has attended seventy-five per cent of the sessions of his classes. This is an important factor in keeping pupils in the school. The dollar holds even if the interest ceases. The money received by the board of education is deposited in a bank at interest. This interest and the money unclaimed goes into the general school fund.

Another important rule of the board provides that at least fifteen must elect a subject before a class can be formed, and that if the number falls below ten, the class must be abandoned. The only exceptions are the sewing classes. Only twelve are required to start a class in this subject and it is not abandoned unless the enrollment is less than eight. The practice is that all classes in the elementary school are limited to twenty. It has been demonstrated that it is a foolish waste of time to give any teacher forty or fifty foreigners and expect any satisfactory results.

The schools are open Monday, Wednesday and Friday nights from 7:30 to 9:30. The pay is small—two dollars a night for the teacher and two dollars and a half for the principal. Aside from these rules, the success or failure of the school depends upon the principal and



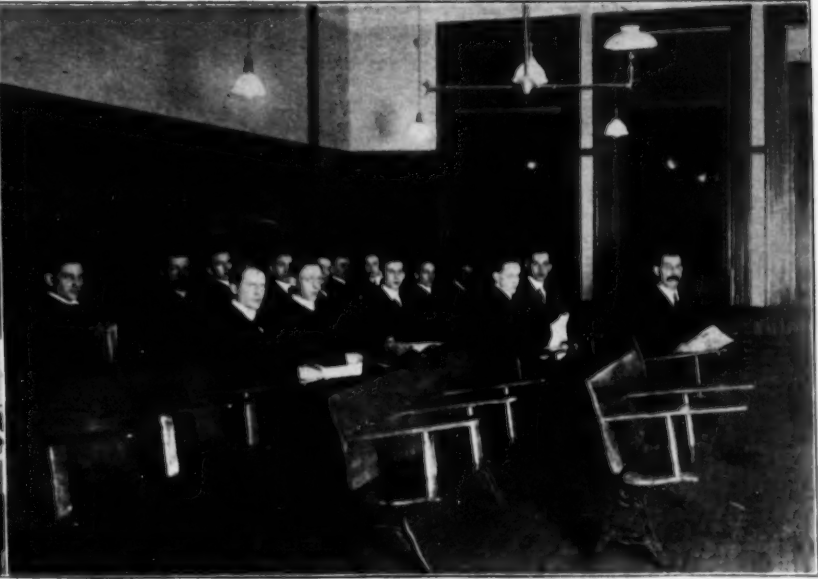
AN ELEMENTARY CLASS OF FOREIGNERS LEARNING ENGLISH.



MACHINE SHOP CLASS, TECHNICAL EVENING HIGH SCHOOL.



A COOKING CLASS COMPOSED OF CLERKS AND FACTORY WORKERS.



CLASS OF BANK CLERKS STUDYING POLITICAL ECONOMY.

his teachers. The board of education builded better than it knew when it provided for such a simple, direct and businesslike policy. The students are pleased, and, what is equally important, the principal is able to adjust the school to the particular needs of his locality.

#### Advertising the Schools.

The way in which the work of the evening schools is brought to the attention of the people is interesting. The board of education makes a determined effort to reach the patrons of the evening schools through a comprehensive advertising campaign. Polyglot folders in seven languages, English, German, Holland, Italian, Polish, Russian and Lithuanian, are given to each evening school principal to be distributed throughout the district. In addition to the folders, large posters in the English and Holland languages are placed all over the city and especially in the factory districts. One principal, in order to appeal to a different class of students and to remove the stigma that seemed attached to the name, evening school, used the newspapers and had hand-bills printed which dealt with the work of his school only. Letters were sent to fifty of the leading retail merchants and a dozen wholesale houses, asking their co-operation in the new school and arranging for an interview with the manager. In every case but one, the men approached were very cordial and co-operated enthusiastically with the principal. In one store, which has over three hundred and fifty employees, the

manager sent a clerk around distributing these folders with orders to miss no one. It took three hours of her time, but as a result, many of the clerks entered and all will be more efficient workers hereafter. Not only were the business men thus brought in touch with the night school, but the way was paved for a co-operative bureau—the next step in connection with the evening and day high schools.

#### The Teacher as a Factor.

Even though a board of education plans an effective organization and furnishes a splendid equipment, any voluntary night school will fail unless it also provides trained, skilled and enthusiastic teachers. The great difficulty in handling night high school pupils lies in the fact that they all want some one definite thing. If they do not get it, they drop out. The evening school pupil must understand the purpose back of the theory, must see how every study will give him immediate help upon the problems of his daily life. It is at this point that the ordinary school teachers fail. It is here also that the Y. M. C. A. teachers have succeeded. Roughly, Grand Rapids has three kinds of teachers in the evening schools: the day-school teacher, trained in the traditional way; the day school teacher who has added practical experience to his professional training, and the instructor who is not a regular teacher, but who works every day at the trade which he teaches in the evening school.

Generally speaking, the traditional day-school

teacher is very successful in teaching foreigners English. She does not know their language and must always speak to them in English. As a result, they hear nothing but English in the classroom. In Grand Rapids the Hollanders have never been successful in teaching their countrymen English, because they explain everything in the Dutch language. With the more clannish races, such as the Italians and Lithuanians, this is not true, however. Four Lithuanians and two Italians are engaged in teaching their countrymen English and are successful.

A census of the teachers in the evening schools shows that of the 124 teachers twenty-four are expert workmen. One is a blacksmith, another holds a union card as a machinist, six are dressmakers and milliners by trade, three are bookkeepers, another a carpenter, and so on through the list. They are not hampered by any pedagogical precepts. The useless matter of the subject is at once apparent to them. These teachers appeal to the student because they are every-day workers in the trade the student is trying to learn. For example, the teacher of mechanical drawing in the Evening Academic High School is a graduate of a university and works by day as a draftsman in a large factory. When he enters his class, he removes his coat and talks to the pupils in a language they understand and in a way a professional teacher could not.

(Concluded on Page 42)



MECHANICAL DRAWING CLASS, PREPARING FOR WORK IN MACHINE SHOP.



DRAWING FROM LIFE, ACADEMIC EVENING SCHOOL.



# CRITERIA FOR DETERMINING THE RELATIVE EFFICIENCY OF CITY SCHOOL SYSTEMS

By WILLIAM ESTABROOK CHANCELLOR

Every half decade, some new standard of comparison is proposed for determining whether schools are or are not good, and which are the best. Not long ago, the favorite standard was a series of examinations in grammar, arithmetic, Latin or some other accepted essential, taken by the pupils pursuing these subjects. The school or school system that had the highest average was considered unquestionably the best. We have survived this as the sole device of comparison. Later it became the fashion to look into the number of people in attendance as compared with the numbers enrolled or registered. It was asserted that the highest percentage of attendance meant the best schools. Then came the financial era, when the costs per capita were diligently studied upon the assumption, of course, that the most costly schools were the best. This took two forms, the annual cost and the cost per pupil for buildings and equipment. Now, we have arrived at the epoch when we are told that the true standard is the age at which pupils arrive at certain studies, the schools with the youngest pupils being the best. Sometimes this is modified by a provision that the ideal is the youngest and the nearest to average age, with the least extreme of the altitudinal.

I call the first era that of dry measure, knowledge being tested, as it were, by bushel, peck or quart. The second era carried us into ratio and proportion. The third era was plainly one of dollars and cents, a decimal system converted into the terms of intrinsic money of ultimate redemption. The present era is that of linear measure of parallel lines, the children being one line, the course of study another, and the distinctions being taken with the accuracy of the vernier scale.

As good men as have ever lived and practiced pedagogy have believed in one and another of these various modes of comparison. They were quite as zealous as the more scientific advocates of the vernier scale and its algebraic method. They produced the men of the vernier scale. They produced us.

## Foot Rule Insufficient.

But it may be that what is really required in the premises is the running of long base lines with the surveyor's chain and the triangulation of the landscape with a full complement of theodolite, micrometer, heliotropes, prismatic compass, sextant and all the other instruments for the determination of latitude, longitude, altitude. It may be that we need to lift up our eyes unto the hills to receive help. It may be that we need to plot out the ground carefully and to get a proper principal station whence to observe a wide and difficult landscape.

The measuring of a city school system for its efficiency is a social survey not to be made with a footrule. It does not concern simply the proficiencies of so many thousand pupils at certain ages in so many subjects. It has small relation with the costs of permanent plant and of ordinary current supplies and services.

I am aware that many educators object to any view of the city school system whereby it is held to be a cause of social conditions. They prefer to believe that the schools are the result rather than the cause of the social situation. But, in point of fact, a city school system is both a result and a cause of the social situation, and I shall, therefore, treat it as such, without entering into any consideration of the question as to what are the relative elements of heredity, social and personal, and of environment, formal and informal, in the success of the educational institution, which means its service.

First, in the plotting of the educational survey, we should discover what percentage of the foremost men of the city are the product of its own schools, then what percentage of the lesser men, and so on down to the edges of compulsory attendance. A fine city reproduces its own

population in every respect. Incidental to this inquiry would be that respecting what contribution the city is making to other cities and to the state and to the nation. The principle is clear and certain. A great city has a larger emigration than immigration, and it grows, notwithstanding that emigration. Its people are prosperous, happy, progressive and procreative. They create schools accordingly, and their schools in turn develop them likewise. This power to reproduce themselves may be measured with as much certainty as can the proficiency in school arithmetic.

Second, in the plotting of the social survey, we should discover the value of the properties created by the citizens. Well-born and well-educated citizens—the terms are almost coterminous though not synonymous—are wealth-producers. Moreover, what they produce is esthetically fit. A beautiful city amply provided with the buildings and equipment of both utilitarian and cultural living means that the schools have been good. It is a reasonable inference, though not a certainty, that they still are good. The financial value of the properties created may be ascertained per capita, and even the cultural values may be rated. Homes, factories, shops, churches, parks, streets, libraries, tell an unmistakable story. By their fruits we may know the schools.

## Attendance as a Criterion.

Third, let us compare the census of the youth of each age, and the attendance in the schools. Where the school-idea is efficient, there the youth are drawn within the walls of the schools and the colleges. Moreover, where the school-idea is efficient, there are schools and colleges within which they may be drawn. To specify—the city with forty per cent of its school-youth in the high schools is possessed of a more efficient city-school system than one with but twenty per cent. A great city with but three or five per cent of its youth in the public high schools is clearly inefficient. Incidentally, we may compare the attendance with enrollment.

Fourth, we may measure the school system by the extent of its upward path, by its power to take the child at four years of age and graduate him from its own university twenty years later ready for a profession. This measurement involves many items, such as the proper locus of each study in the curriculum, the due order and relation of studies, the mode of promotion, of graduation and of organization, the method of marking, the plan of admission to the successive schools, and classification in general. A city school system that does not begin the education of a pupil until six years of age and ends it at high school graduation is a manifestation of a weak educational idea, an idea that cannot create a serviceable social institution.

Fifth, let us measure the school system in respect to the breadth and variety of the courses offered. Humanity is a various thing. It is almost infinite. This does not compel the school to be equally wide and various, but it does require that the school and the college shall teach many things, some because they are good for the student as such to know, some because they are in the line of his special interests and powers, some because they will give him use and value in the world; and some because the world must have them continued lest its culture perish. It is here that continuation and vocational schools are seen to be as necessary as normal schools and other professional schools. A great city needs teachers not more than it does plumbers and machinists.

## Fitness of the Administration.

Sixth, of the large matters that should concern a survey of a city school system, the last is that of the adequacy of the preparation and other fitness of the various persons who govern and operate the schools. This means all the persons. It includes the city council or board of public works or town meeting itself, where these as well

as boards of education and school committees govern the schools. At the other end of the scale, it means also the janitors' helpers. It limelights the city school superintendent. Of each and every man and woman who takes part in voting or spending money, or in educating the youth, or in keeping the buildings up, or in putting new buildings up, it asks—Is he fit? This means in character, in knowledge, in disposition. Incidentally, we must ask that all the kindergartners shall be women, about fifteen per cent of the elementary teachers, at least fifty-one per cent of the high school teachers, and thirty-five per cent of the normal school teachers shall be men. As for the city college, the men should number seventy-five per cent. It is entirely wrong to have any men in the primary grades as teachers, yet there is at least one city with many such men.

Such are the main criteria for determining the relative efficiencies of city school systems. With these as data, we may set up the principal station for the work of the complete topographical survey. It should be a city not ideal, but imaginary, a city that displays all the good qualities of all the cities of the land, a synthesis of all the good. To it, we may assign a theoretical one thousand counts. To each of the foregoing, we may assign one hundred counts, making six hundred in all, with four hundred yet to dispose of among many minor points in the survey.

Seventh, the quality of the school properties,—sites, extents of grounds, sizes of buildings and their architecture, sanitation, ventilation, humidification, fenestration, heating, fireproof and panic-proof qualities, provisions for all the kinds of school service already indicated under the criterion of the course of study. To this criterion as indicative of the efficiency of the school system, twenty-five counts. This includes the provision of sufficient room for every child.

Eighth, the quantity and quality of textbooks and supplies, apparatus, equipment, furniture, playground apparatus, and all similar matters, including library books. Likewise, twenty-five counts.

Ninth, the provisions already suggested for evening schools, cripples, the defective, the incorrigible, the blind, the deaf, for evening lectures, for summer sessions, for teachers' courses, for athletics and gardening, but requiring special emphasis here again. Twenty-five counts.

Tenth, the rules and regulations whereby the schools operate educationally. This includes both the administrative and the educational affairs. To this criterion, also twenty-five counts.

## Some Important Considerations.

Eleventh, the simplicity of the legal and political control. For this purpose, the standard is not far from the city of Saint Louis itself. Also, twenty-five counts.

Twelfth, the percentage of money annually appropriated that arrives at the end for which it was appropriated unimpelled by corruption and undiminished by graft. Any school superintendent can, if he will, furnish this information. Same counts.

Thirteenth, the public interest as manifested in mothers' clubs, parents' organizations, newspaper and public support, other public discussion. Likewise, twenty-five counts.

Fourteenth, the actual salaries paid the educational persons. Unlike the salaries of janitors, these are mainly matters of sentiment, not of demand and supply. Cities that pay the highest salaries thereby show their affection for the schools. Here is another striking instance in which the efficiency of the city school system is both cause and effect. A city of one hundred thousand persons that pays the superintendent less than the ordinary bank cashier gets there, simply and clearly displays therein its contempt for education. And the city that pays its kindergartners as much as but not more than its cooks receive thereby displays its contempt for

(Concluded on page 43)





COLONCABAUGH

# The President of the School Board

By ROBERT KENDALL

"Yis—I am the prisident of the bard, and I know what you ahr—yoh'r a superintindint of schools somewhere ahnd yoh'r looking fahr thees job. Now lit me till you yeng mon, right theer ahn my disk you see one hoondred tharteen appecations from distinguished min—ahl of thim mind you. The facht is proved beyond the shadow of a doot by the woonderful rickymindashions they have, suppahrted by the tistimony of themselves."

John Macdonald was a hickory museled six-footer, born in Scotland, reared in Ireland and America with a speech of babel. He looked sixty horse power and in good trim. The voice was his hall mark—pitched low, the muffler always on. The burr and the accent defy spelling. The charm of it, no doubt, had done much to elevate him from bell-boy to contractor. Bristling red hair and eyes wide open, clear but uncommunicative.

"Noo, lit me have your litters of reckymindashion, and you weel be nuhmered one hoondred fahrtteen and we'l consider you when the bard meets. I've got to go out to see the men at work and you can see the mimbers of the bard."

"I have no recommendations, Mr. Macdonald."

"Noo rickymindashions and looking for a job? Will! How do you ixpiet to get it?"

"From you."

"Ind how am oi to know anything about you if you hahve no letters from yoh'r friends?"

"You don't need letters."

"What's thaht?"

"You know a man when you see one, Mr. Macdonald, and you will decide this case that way."

"Noo yeng mon, there's seven men on thees bard and every mon has a vote."

"You are right, Mr. Macdonald, and I know how the other six men will vote."

"Ahr you a mind reader ahr a priehst, yeng mon?"

"Neither, Mr. Macdonald. I made my way through college selling medicine under a torch light on the street corners in the summer."

"Will! Noo cahn you till me why you wint to college fahr at ahl?"

"To get the union label."

"Oi never heard a deplooma cahld that before, but I guess yahr roight. Noo, yeng mon, eef you have no papers whaht do you hahve to say fahr yerself, wheer hahve you been teaching and whoi ahr you heer?"

"I taught at Hornersville, but I was fired this spring."

"Deedent resoin? Oi neever befahr heard of a mon who deedent resoin."

"Didn't get a chance."

"Hoo lang were you theer at Hornersville?"

"Eight years."

"Oi haven't mooch av an opeenyon of your bard—eef they had respicted you as a yeng mon they should have fired you lang befahr. I was a clerk for Mr. Swift, oot at the stock yards, once, and I remember a bookkeeper came in to Mishter Shwift and asked fahr a raise. 'How lang hahve you been warkin' here,' says Mr. Shwift? 'Sixteen years,' says the mon."

"And you mean to till me yar only getting eighty dollars a month noo?"

"Yes, sir, that's all I'm getting."

"Thin old mon Shwift brought doon his hawnd an the disk and schreamed in his squuky little voice, 'you ought to have been fired fifteen years ago.'"

"Noo, Mr.—what's yer name?"

"Kendall."

"Noo, Mishter Kindall, yar a fortunate yeng mon to get fired so soon."

"Noo, I till you I'm busy—go doon to our hoigh school building and till thim to show you through—till them John Macdonald sent you. Coom back in an hour."

I went as directed, and the name Macdonald was a master key to the building. I came back at the appointed time and found the teachers' committee in his office. In the meantime Mr. Macdonald had indulged in a hair-cut. The "Prisident" dispensed with preliminary pleasantries aside from the formal introduction and set to business.

"Noo, gentlemen—Mr. Kindall here is a candidate for the superintendency of our schools; he's number one hoondred fahrtteen, but seems in a destitute condition. He has no rickymendashions. The other one hoondred and tharteen have an aboondance of thim and probably cahn find employment very easily. He has anoother peculiar feature aboot him—he has been fired from his last job ahfter eight years. He's the first mon I ever saw who was fired. Gentlemen—many resoin but few are fired."

"Noo, theres many a good man's papers in that pile on the desk—not wan of them but has good reasons for leaving his prisint position—theres wan in Montana wants to lave because the ahlitude is too high and wan in Missouri who wants to get away from malaria, another whose fater-in-law lives in thees country, in fact, gentlemen, if I was not in a business, I should be inclinthed to build a sahnytarium here. Noo, gentlemen, our schools is no health resort, nor a home for the aged. Thees yeng mon grideated from a college eight years ago, but I thrust from hees looks hes bright enough to hae forgothen mosht of that by thees toime and has lairned what a bairn needs to know to make a living."

"Noo, Mr. Kindall, we don't mind telling you that with all due respect to your predecissors, that we have had all koinds."

"They've been cooming ahnd going so fahst that soom of them deed not have toime to pay their grocery bills when they left, ahnd soom got the gravel een the meedle oov theer speeches. Eef a mon is short of a leg ahr blind oov ahn eye eets noot hahrd to detect hees meesfortunes, boot eets anoother matter to joodge a mon by hees recommendashions. Some people are so forgetful whin they wroite them."

"Wan mon had the foineest I ever saw, he showed them to me loike my wife used to show me the pictures in the photograph album. He had letters ahnd clippings from his home papers ahnd programs he had parteecepatated een, and the Lahrd knows what ahl; they were gude enough fahr obeetuaries ahnd I guess they were. Eet takes a wise mon to read a rickymendashion, what ees left out of them ees generally what you wahnt to know. Judas Eescariot

could get wan that would say 'he was a mon oov sphiendid address, ahn honest worker, faithful in the deescharge oov duty, a will trained mon ahnd coombed the rare abilities oov the strhang executeeve ahnd the feenancier.' And there you ahr."

"Noo, gentlemen, what we want is a mon ahnd noot hees reckymendashions, ahnd gentlemen of the teachers' committee, oi think we ahr ahl tired oov having soom one else tell oos what we want ahnd oi believe we can make no mistake een hoiring thees yeng mon ahn hees own reckymendashion which is not very good. He won't have so mooch to leeve oop to. Een short, gentlemen, these men we've had, had so mooch water in their stock they couldn't pay deevendends. Noo, Mr. Kindall, will you tell us why you want to come here?"

"Certainly, gentlemen: I want this position because the salary is attractive and because I think I can earn the salary."

"Mishter Kindall, yer hired, and whin you cahn't airn the money, your'e fired."

(Mr. Kendall's second interview with the President of the Board will appear in an early issue of the Journal.)

## A CODE OF ETHICS.

The Washington State Teachers' Association, at its last convention in December, 1911, adopted a statement of principles which should guide teachers in their relations with one another, with their supervisors, and with the public. This code demands:

1. That teachers at all times remain loyal to the profession. (Many teachers attempt to conceal the fact that they are teachers and make much of the fact that they succeed.)

2. That teachers at all times remain loyal to their co-workers in the profession. (This does not mean that one should overlook conduct that is unprofessional, or unbecoming a teacher, but refers to the habit that some have of speaking slightly or disparagingly or unfavorably of the work of or influence of another, either in the classroom or out of school.)

3. That teachers remain loyal to the school, institution or system with which they may be connected as teachers. (No body of teachers or people divided against itself, inharmonious in aims, can hope to be of general service, when the spirit of the system or institution is attacked or injured. This does not mean that one should remain silent when things are wrong, but as a body they should attack fearlessly the abuses and right them.)

4. That the recommendations or testimonials of the work of any teacher be as honest as possible and that teachers refrain from asking for testimonials, but rather ask for the permission to use the name of the parties knowing of their work. (Without doubt there is great abuse and dishonesty practiced in giving recommendations into the hands of many teachers.)

5. That the very best services of which a teacher is capable, be given the community employing her or him. (The responsibility of the right kind of conduct outside the schoolroom is just as imperative, and just as essential to the child's citizenship as the conduct inside the schoolroom. The teacher who holds to one standard of ideals in the schoolroom and practices another outside is unworthy the confidence of pupils, teachers and patrons.)

6. That the teacher by conforming to the usual rules of right living must be permitted to lead the natural life of any citizen, free from dictation. (Frequently through the board of directors or influential citizens the teacher has

(Concluded on Page 43)



# ARE SCHOOL GARDENS A FAD, OR A REAL BENEFIT IN SCHOOL WORK?

By FREDERICK G. KRAEGE, Superintendent of Schools, Nampa, Idaho

A flower-pot, a window-box, a part of the schoolyard, or a tract of land near the school building or at home, will become a school garden if used by children in growing flowers, vegetables, shrubs and trees. Such gardens may be individual, or collective, or both.

In Webster's New International Dictionary, a fad is defined as a hobby, whim, craze; a custom or amusement followed for a time with exaggerated zeal.

The aim of this paper will be to prove, in the first place, that school gardening is not a fad, and in the second place, that school gardens are a real benefit to modern school work. Interesting and profitable as it might be, the limitations of the subject will prevent any detailed discussion of the planning and management of school gardens.

## History of School Gardening.

In order to judge whether this is a new educational fad, it will be necessary to submit a brief history of school gardening.

It is a fact recorded in educational history that during the reign of King Cyrus the Elder of Persia, 559—529 B. C., the first school gardens were provided and were used for instructing the sons of noblemen in the subject of horticulture. Before the close of the Middle Ages, most of the Italian universities maintained school gardens for developing the science of botany. The great educational reformer, Comenius, maintained that a garden should be connected with every school. Pestalozzi, Froebel and other great educational reformers, in their writings and school work, have pointed out the benefits of school gardens. In 1869, Austria by law required that "where practicable, a garden and a place for agricultural experiments shall be established at every rural school." Since 1884, Switzerland has annually appropriated a considerable sum for the establishment of school gardens and for prizes for the best results. Since 1885, France has included agriculture and school gardens as required work in the common schools and the normal schools aim to prepare teachers for this work. All public elementary schools of Belgium maintain school gardens and the government awards prizes annually to pupils and teachers for the best results. England, Sweden and Germany also for many years have encouraged the maintenance of school gardens. In England each county now employs an agricultural inspector who directs the work of pupils and teachers. Even Russia, like France, now requires that every school receiving public aid must maintain a garden for flowers and vegetables, and a plot for orchard and forest trees, and summer courses in this work are provided for the teachers.

## School Gardening in America.

By means of generous gifts of Sir William Macdonald, school gardens were introduced into Canada in 1894. Under the inspiration and direction of that Agricultural Wizard of the North, Dr. James Robertson, the Macdonald school gardens have been developed until they are admitted to be among the best school gardens in the world. In the words of Dr. Robertson, "The Macdonald school gardens not only have a recognized place in the provincial system of education, but they are attached to the ordinary rural schools. The work of the garden is recognized as a legitimate part of the school program and it is already interwoven with a considerable part of other studies. It is a happy field of expression, an organic part of the school in which boys and girls work among



Boys of the John Worthy School, Chicago, engaged in Gardening.

growing things and grow themselves in body and mind and spiritual outlook."

During the pioneer stages of development, nearly all new forms of school work have been promoted to a large extent by gifts from private individuals, corporations or societies. Without such assistance the educational value of manual training and domestic science would not generally be realized today. Without such assistance the progress of school gardens would have been greatly retarded. Although school gardens had been recognized as a valuable part of school work in many other countries, it was not until 1897 that a real effort was made in the United States to demonstrate their value here. At about the same time that the National Cash Register Company established school gardens at Dayton, Ohio, several normal schools in eastern states offered instruction in school gardening with a view of fitting teachers for this new form of school work. The strong national effort to improve the rural schools and to make rural life attractive enough to keep the boys on the farm, has resulted in legislation that requires agriculture to be taught in the common schools of many states. High schools, normal schools, colleges and universities are today offering courses in agriculture with a view of preparing teachers for this work in the rural schools. Nearly all of these higher schools include gardening as an essential part of such instruction. In some states county schools of agriculture have been established and are maintained by the county. In other states agriculture and gardening are included in the course of the county training schools for teachers, and special state aid is given to such schools. Congress has provided a considerable sum annually to maintain school gardens in connection with the schools in the District of Columbia. At almost every institute and teachers' meeting agriculture and school gardening is given a place on the program. Some universities are offering correspondence courses in agriculture and school gardening, and the Russell Sage Foundation and the Secretary of Agriculture are employing specialists who devote their entire time to the general establishment of this form of school work.

Multitudes of pamphlets and bulletins on this subject have been published by the Department

of Agriculture at Washington, and by state superintendents, experiment stations, normal schools and different local societies. Many excellent books on this subject have also been published in our country during the past five years. The official report of the famous Country Life Commission contains the following statement on this subject: "The feeling that agriculture must color the work of rural public schools is beginning to express itself in the interest in nature study, in the introduction of agriculture in high schools, and elsewhere, and in the establishment of separate special schools to teach farm and home subjects. In every part of the United States there seems to be one mind, on the part of those capable of judging on the necessity of redirecting the rural schools. There is no such unanimity on any other subject. Everywhere there is a demand that education have relation to living, that the school should express the daily life, and that in the rural districts they should educate by means of agriculture and country life subjects."

This strong national movement in favor of giving instruction in agriculture cannot be separated from school gardens, for it is just as lifeless to attempt to teach agriculture from a book without the aid of a school garden, as it is to teach chemistry without chemicals or laboratory work. A school garden is just as essential to successful and inspiring work in the study of agriculture, as a laboratory is for the study of botany, physics or chemistry.

After considering this brief sketch of the school garden movement, who will contend that it is only a fad? It must be evident that this is no new feature of school work, even though it may appear new to persons who are not familiar with its history. The wide present-day discussions on this and related subjects ought to convince all that agriculture and school gardening have come to stay. We have every reason to believe that school gardening will be encouraged until every public school will be provided with a suitable garden plot and teachers will be required to give instruction in gardening as systematically as they do in any other study.

## Benefits of Gardening to School Work.

Twelve years of experience with school gardens, extensive observation of such gardens conducted by others, and a careful study of much literature on the subject, have combined to strengthen my original belief that school gardens may be a material help to the general work of the schools. The vitalizing effect of gardening upon nearly all school work can hardly be realized by the inexperienced. No other form of school work will do more to interest both parents and pupils in the schools. Enough has already been said to show how essential gardening is to the profitable study of agriculture. Many of the experiences of the garden may be correlated with a number of studies with considerable benefit to the class work. The measurement of the garden, the laying out of individual and co-operative plots, the purchasing, planting and harvesting of seeds, provide interesting material for problems in arithmetic. Drawing the garden plots to a scale and noting the various stages of plant development will afford the best material for designing, grouping and color work in drawing. A study of the so-called kitchen products of the garden may readily be correlated with domestic science. Oral and written language work is greatly benefited by a discussion of what children see when the garden is laid out and prepared and planted.



Children will wax eloquent over their experiences and observations of toads, earth-worms, birds and insects. The language work would also be benefited by oral and written composition contests and accounts of exhibits of the results of gardening. In short, the succession of many interesting events connected with school gardens will afford the best material for training in written and oral expression. Since such material is more interesting to children than much that is contained in the average textbook, it will more readily serve as a means of cultivating the power of expression and will do much to arouse a keener interest in this study.

#### Enriching Pupil's Life.

By arousing interest in some of the poems, songs, and stories that have been written about nature and rural life, the pupil's life will be greatly enriched with some of the best of literature. Many allusions, references and figures of speech in the reading book will have new meaning to the one who has had experience as a gardener. Many a student who was not interested in "book learning" has been aroused by the school garden. Much of our home geography can be connected with gardening and the same is true of the more advanced study of geography, and history. It is still true that children "learn to do by doing" and that they receive the greatest benefit from the study of material that is associated with their experiences. This being true, gardening will be beneficial to any study with which it can be correlated. An hour a week, either after or during school time, devoted to gardening will yield large returns in better work in arithmetic, spelling, reading, geography and other studies. It is neither necessary nor desirable that every lesson in gardening should be correlated with some other study, much less that it should be correlated with all of the foregoing studies. On this phase of the work, the teacher must exercise some common sense and good judgment. Otherwise the correlation will be strained and overdone.

#### Other Educational Value.

But there are other results of successful school gardening that are of considerable educational value. As a means of developing individuality, independence and a co-operative or social spirit, the school garden offers at least as good an opportunity as any other form of school work. Wherever school gardens have been carried on,

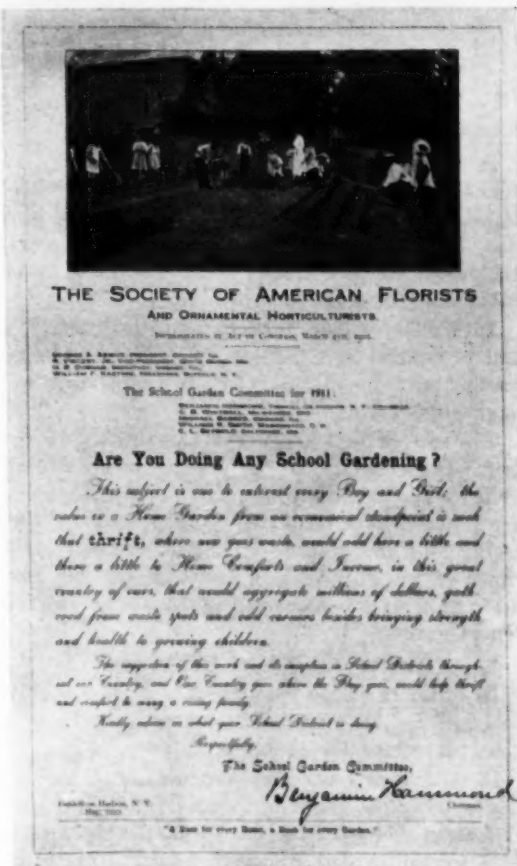
marked improvements have followed in the appearance of the school grounds and the home yards and gardens. In many places the school garden has set the pace that has resulted in a general uplift in aesthetic standards. Just how much one enthusiastic leader can accomplish in this direction is strikingly illustrated by the remarkable experiences of Superintendent O. J. Kern, of Winnebago County, Illinois. In no other respect have the schools of that county achieved national fame. At the same time, no one can successfully maintain that the instruction in the three R's has suffered. Instead of that, the other work of the schools has been much benefited. Supt. Kern's work ought to be an inspiration to all and it ought to stimulate many county superintendents to follow his example.

#### Other Lessons.

In the use of seeds, tools and in other ways, school gardening affords opportunity for many valuable lessons in economy. The stimulating effect of numbers working together aids in the formation of habits of industry and carefulness. The individual plot of the sluggard or careless pupil will expose him in such a way as to make him uncomfortable and will stimulate him to mend his ways. No other form of school work will do this as effectually. School gardens afford excellent opportunities for training in ethics and in civic duties. The boy who rakes his rubbish onto another pupil's plot will soon receive a very effective lesson in ethics from his associates. The lad who is unwilling to do his share of the work on the common plot will soon receive a valuable lesson on co-operation and civic duty from his companions. The boy or girl who picks flowers from another's plot will likewise speedily receive a valuable lesson in ethics. If garden products are stolen, as may happen occasionally at first, opportunities are thus offered for an interesting and helpful discussion of the rights of property. If the neighbor's hens or dog do damage to the garden a committee might be appointed to present a claim for damages. In these and other ways, school gardens help to develop character and to create a strong social bond among pupils and between the school and the home. Who will say that these experiences of gardening will not benefit school work even though not directly correlated with any textbook?



A PUBLIC CHILDREN'S GARDEN IN CHICAGO.



#### Some Difficulties.

One who strives to establish and maintain school gardens must expect to encounter difficulties. Some patrons, and occasionally some members of the school board, will manifest a strong prejudice against any form of school work that was not a part of the course when they were pupils. Any form of school work that is new to them is denounced as a fad, even though the best schools throughout the civilized world have made use of it for centuries. It will take time, pains and considerable perseverance to overcome such prejudice against school gardens and to convince the public of their educational value.

Another difficulty is the fact that some teachers do not feel prepared for this work and hence, if it is done at all, carry it on in a perfunctory manner. "As is the teacher, so is the school," can be applied to school gardening as well as to any other kind of school work. Even though a teacher may not have received special instruction in school gardening, the one who is willing to fit herself will become a student among her pupils and will make good use of the printed matter that records the experiences of others. The writings of Kern, Parsons, Greene, Hodge, Hemmenway, Weed, Emerson, Bardswell, Duncan and a host of others who have won national fame from their success in this educational movement, would inspire any willing teacher with power enough to make a success of school gardens in almost any district.

Some have objected to the introduction of domestic science as a part of school work, "because the girls could learn housekeeping at home," but today the housewife herself looks to the domestic science department for help in up-to-date methods of keeping house. Some object to agriculture and school gardens for the same kind of reasons and these will also learn that the experimental plot of the school will be a great help to the farmer and his sons. Whether it is best to emphasize the educational or the practical or the aesthetic value of school gardens should be determined largely by local conditions and the stage of development of the gardens.

In many localities the caring for the school gardens during the vacations will be the great-

(Continued on Page 19)



# HEALTH PROBLEMS IN EDUCATION.

By Thomas D. Wood, M. D., Columbia University.

The most important of all our national resources is the health of the people. The most valuable asset in our capital of national vitality is the health of children.

Public education is the logical; the strategic and the responsible agency of the nation; of each state and each community for the conservation and enhancement of child health.

To become an effective instrument for the protection and promotion of child health, it is essential that the school should not only be a sanitary, healthful place for children, but that the various agencies in public education should be so organized that each pupil may be given the best possible opportunity to escape weakness and disease, and far more to realize the attainable best in growth; in development of biologic, intellectual, moral, social and economic power.

It cannot be taken for granted that school children are healthy. The majority of them are not as healthy as they should or may be.

There are in the schools of the United States today approximately 20,000,000 pupils. Careful study of statistics and estimation of all conditions leads to the following personal conclusions:

From (1½-2%) 400,000 of these have organic heart disease. Probably (5%) 1,000,000 at least have now, or have had, tuberculosis disease of the lungs.

About (5%) 1,000,000 have spinal curvature, flat foot or some other moderate deformity serious enough to interfere to some degree with health.

Over (25%) 5,000,000 have defective vision.

About (25%) 5,000,000 are suffering from malnutrition, in many cases due in part at least to one or more of the other defects enumerated.

Over (30%) 6,000,000 have enlarged tonsils, adenoids or enlarged cervical glands which need attention.

Over (50%) 10,000,000 (in some schools as high as 98%) have defective teeth which are interfering with health.

Several millions of the children possess each, two or more of the handicapping defects.

About (75%) 15,000,000 of the school children in this country need attention today for physical defects which are prejudicial to health and which are partially or completely remediable.

Dr. Wood then outlined methods and agencies by which the health of the school-child might be improved.

# DO SCHOOLS OF TRADES MEET THE NEEDS OF CITY CHILDREN FOR VOCATIONAL TRAINING?

By Carroll G. Pearse, Superintendent of Schools, Milwaukee.

Once commercial and industrial establishments demanded service and trained their young employees for it; today it is the rule that such plants demand service; they do not train for it.

The state makes doctors and lawyers and engineers and farmers in schools; it even makes bookkeepers and stenographers in high schools. It must also now make mechanics—skilled artisans—in schools—trade schools; for not all young people seek the professions or desire to work in commercial establishments. Industrial organization is such that, if the supply of craftsmen of the best quality is not to fail, trade schools must teach them.

The quality and value of the "product" of good trade schools is no longer in question; only those who are not informed now maintain that trade school cannot give a youth an apprenticeship training as valuable, and make him as effective as the commercial shop.

Trade schools are criticised because they are expensive; because it costs more to school a boy for a year in one of them than a school of the ordinary type. A report made to the National Education Association some years ago showed that the cost of high school and normal training education in many cases approaches or equals the cost of good trade school instruction; and the earning ability of the trade school graduate far surpasses that of the high school boy.

But assuming that to educate a boy in a good trade school cost \$300 a year—\$600 for the course of two years. An unskilled laborer, a man without a trade, can earn \$500, maybe \$600 a year; a good mechanic can earn \$800, \$900, \$1,000 a year. The value of a man earning \$500 or \$600 a year, capitalized at 4 per cent is \$12,500 or \$15,000; the capitalized value of a man who can earn \$800 to \$1,000, \$20,000 to \$25,000. If by paying out \$600 for two years' schooling, a man's earning power can be raised from \$600 to \$1,000, and his capitalized value from \$15,000 to \$25,000, it looks like a very good investment.

Trade schools are not the solution of all our industrio-vocation, but they meet the need of an important part of the young people who are leaving our elementary schools at the end of the course and are meeting that need effectively.

## Resolutions Adopted at St. Louis.

1. Resolved, That we express our hearty appreciation of the solid, earnest professional character of the program.

2. Resolved, That this Department recognize the Panama-Pacific International Exposition, to be held in San Francisco, in 1913, as a great opportunity to exhibit our educational progress and that we urge state, county and city systems of schools to prepare and to send such of their work as will reveal the development of all phases of education throughout the nation.

3. Resolved, That the members of this Department who are charged with the administration of public school systems welcome and encourage all fair and candid investigations through commissions or other agencies with the soundness and effectiveness of the policies and methods used and the results obtained, but that we condemn and resent all such investigations whose obvious purposes are to debase the systems or exalt the investigators.

4. Resolved, That we approve the work contemplated in the bill now pending in Congress providing for the creation of a Children's Bureau, but that we believe that it can be done more efficiently and economically by the Bureau of Education, and that we hereby request Congress to appropriate sufficient funds to the Bureau of Education to enable it to do this work satisfactorily.

5. Resolved, further, That this Department of Superintendence of the National Education Association use every honorable means to secure from Congress a recognition of the nationwide need for a great enlargement of the Bureau of Education and that we urge Congress to provide the revenue necessary to carry into effect the wise policies recommended by the Commissioner of Education.

6. Resolved, That the committee on uniform records and reports, appointed by this Department two years ago, be continued in order to aid in the adoption and use of these records and reports by school officers.

7. Resolved, That we express our hearty appreciation of the hospitality of St. Louis and the welcome extended to us by the board of education and teachers and that we especially thank Supt. Ben Blewett for his courtesy and untiring efforts to make this meeting successful, pleasant and profitable.

Dubuque, Ia. The board of education has selected Mr. W. B. Ittner of St. Louis as architect for the new elementary school building which is to be erected this summer. Mr. Ittner's high standing and national reputation as a school architect guarantee to Dubuque a school that will represent the most modern and yet the sanest standards in school architecture.



Opening Session, Convention of the Department of Superintendence at the Planters Hotel, St. Louis, Mo., February 27, 1912



# THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WM. GEO. BRUCE, Editor and Publisher

## EDITORIAL

### MR. HEETER TO PITTSBURGH.

The selection of Mr. S. L. Heeter as superintendent of schools at Pittsburgh, while it has been a surprise to most observers, appeals to us as a wise proceeding. Mr. Heeter is still a young man whose six years of work in St. Paul have amply demonstrated that he is growing in both administrative ability and educational wisdom. He has not yet reached the prime of his strength and should demonstrate in his new office the full extent of his powers.

At St. Paul he has been tactful in his dealings with the school board, the political powers of the city administration and the citizens at large. When the failures of some of the strong men who preceded him are recalled this is an achievement to be proud of. On the professional side he has constructive and original ability; he has not feared to tear down precedents and to build up on new, untried lines. He can point to quite a few innovations in the St. Paul schools, even though he has refused to accept methods that appeared, to him at least, to be fads.

The Pittsburgh situation is a complicated one, full of unlimited possibilities and grave difficulties. It will require a master mind and an iron hand to level up the inequalities, the inefficiencies, in the elementary schools, to weed out the incompetents in the teaching and supervising force, to unify the courses of study, to make a single, strong school system. But Pittsburgh has, what it never before had, a splendid board of education, composed of men who appreciate the gravity of the situation, the need of reform, and who also understand their own function in the government of the schools. And back of the board stands an enlightened public sentiment for good schools and clean administration. With these two all-important factors Mr. Heeter should find his new work not too difficult.

### A GOOD THING OVERDONE.

Dr. William H. Maxwell of New York City characterizes evening schools for child workers between the ages of fourteen and sixteen, "a gigantic blunder." Frank J. Peaslee, superintendent of the Lynn, Mass., public schools, writing independently in his annual report, says that the night class for young children leads to great evils, robbing youth of rightful privileges and stunting its mental and physical growth. Both agree that evening instruction for others than adults is harmful rather than productive of good, that it increases the child labor evil and that it is altogether undesirable as an accepted American institution.

We have read much in the daily press during the past ten years of the wonderful advantages offered by night classes. On another page of this issue will be found ample evidence of the enormous good which properly planned night schools may do for adults whose daily bread and butter struggle leaves them opportunity in the evening only for self improvement.

But with true American zeal our night schools are overworking their case. The very beneficence which they boast has been turned to evil by the penuriousness of parents whose desire for a few dollars a week leads them to withdraw their children from the day schools, robbing them of their precious right to an edu-

cation. As Mr. Peaslee and others have observed, the exploitation of the night school has had the effect of increasing the proportion of withdrawals at the legal age of fourteen. Parents have the impression that the advertised good which night schools do is equivalent to the work done in the day classes.

Yet it needs but a few moments' thought for any right-minded man to see that it is cruelly unjust to expect children of fourteen, after a day of toil, to attend evening school. How can tired minds, hampered by worn out bodies, apply themselves or concentrate their attention on class work or retain in a numbed memory what a fresh child must struggle to get? Dr. Maxwell says: "Those who are employed during the day need the evening for exercise and recreation. Only those who are endowed with unusual physical strength and unusual mental energy can, after a hard day's work, attend school four evenings in a week and benefit thereby."

The night school situation, with respect to pupils below the age of sixteen or seventeen, suggests that school officials should discourage the entrance of children when they can at all attend the day schools. At least parents must be impressed generally with the idea that nothing is the equal of the day schools and that the night schools are at best a makeshift so far as young pupils are concerned.

The need of continuation schools becomes more and more apparent where the problem of night schools is studied. Dr. Maxwell and Superintendent Peaslee independently reach the same conclusion that there is a great need for part time day classes for child workers.

### ABOLISH STAIRWAYS.

A philanthropic physician of Pueblo, Colo., has for several years urged the abolition of stairways in schoolhouses and the substitution therefor of inclined runways. The village of Long Beach, California, has a one-story building in which the idea has been applied successfully. The suggestion has not, however, met with the approval from conservative school authorities.

In large assembly halls, where great audiences of adults gather, the value of the incline has been demonstrated repeatedly. A middle western city has an auditorium in which the balconies seating 3,500 people are regularly emptied in less than three minutes by means of two inclines each fifteen feet wide. Audiences of children have been handled in less time in this building.

Whether the idea can be successfully introduced in a regular elementary school is soon to be demonstrated by Mr. R. C. Sweatt of Spokane in a schoolhouse under construction at Hillyard, Wash. The experiment will be watched with much interest.

The careful school board will demand that the incline demonstrate its usefulness not only in time of panic but also in ordinary use. And it must be economical to build and maintain.

### OBSERVING A NATIONAL HOLIDAY.

In the observance of national anniversaries, such as Lincoln's birthday, Washington's birthday, Memorial Day, the public schools of Detroit have gone back to the good, old-fashioned American custom of "holding exercises." The school authorities believe that a holiday should not be a free day of necessity, when school is dismissed and children are left to their own devices. It should rather be an opportunity of impressing pleasantly the lessons afforded by the life of a great man, of making more real the facts of history—in brief, of teaching lessons of patriotism and love of country which classroom instruction cannot impart. The exercises are gala events for children and teach-

ers, eagerly looked forward to and pleasantly, often proudly, remembered.

Why should not all schools commemorate our national anniversaries as Detroit does? Why close down the school plant with a loss in the services of teachers when half a day may be made of great benefit to children? The appropriate observance of national holidays inside the schoolhouse is one of the best opportunities for extending the usefulness of the school plant. And what Detroit does for its children may be done by any town for its adult population.

### REALIZING ITS POSSIBILITIES.

A monthly record of "Current Educational Publications" and weekly legislative circulars are the latest ventures of the United States Bureau of Education and both promise to be exceedingly helpful to school administration. The forms include a comprehensive list of books and pamphlets issued in the United States and Europe and a list of significant articles found in the educational and popular press. The latter is a summary of all bills introduced and pending in the various state legislatures touching upon public school interests, child labor and allied topics. It will serve not only as a survey and record, but also as a weekly reminder to the interested, busy official.

While for years the bureau has been considered a central agency "for the dissemination of educational intelligence" its only apparent activity has been the publication of exhaustive investigations of very technical problems and ponderous annual reports. The former were usually too specialized in character for the average school man to become interested in and the latter were so slow in appearance that the statistics had outlived their usefulness before they became available.

The new policy of making the bureau of service to the greatest number of people engaged in education appeals to us as it must to every school official. Rather do the rank and file a service than spend all the energy and funds in special research for the few.

College may teach you form—contact may rush some things away; but breeding, like a complexion, is more than a surface. Unless it's real, it only makes one wonder what's really underneath. When it is assumed, it's bound to wear off from time to time.—Herbert Kaufman.

### A PROGRAM FOR RURAL SCHOOL BETTERMENT.

No man, according to Superintendent Payson Smith of Maine, should find it necessary to remove from his farm home to educate his children. A good system of schools is the state's best aid to the development of agriculture.

With these principles in mind, Mr. Smith proposes for his state a comprehensive program of rural school improvement. He asks that every school district provide:

A properly qualified teacher—with adequate pay—for every country child.

A comfortable and attractive building, with proper heating, ventilation and lighting. Sanitary outbuildings kept clean and decent through daily inspection.

Ample school grounds with plenty of space for play and some provision for school gardens.

A full supply of good textbooks in clean and wholesome condition. A few up-to-date maps, a globe, necessary reference books, including dictionaries, a school library with books both for the school and the community, and a few good pictures.

A reasonably, but not rigidly, classified or graded course of study, with adequate attention



to the fundamentals, with large opportunity for hand work and with every possible connection between the experiences of the school and the actualities of life.

Expert supervision—made possible to all towns through the system of unions of towns with state aid.

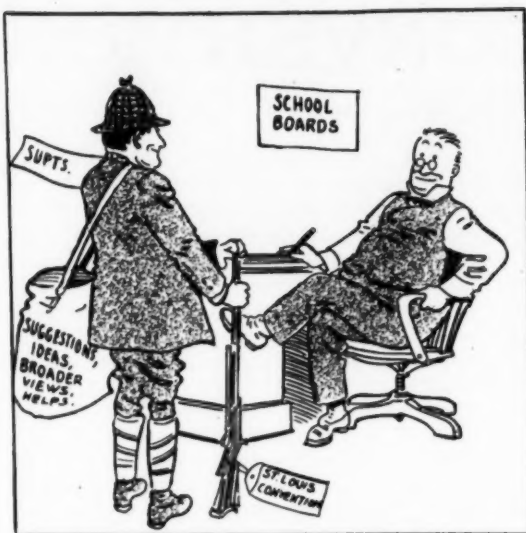
The school building a social center, used under the leadership of teacher and superintendent to promote all the educational interests of the community.

The program which Mr. Smith submits to the people of Maine is not radical. "It involves," he says, "only the fundamental points of a good school system. There is no reason why all these factors may not soon be realized by all communities as they are already realized by some. To accomplish them is the work of superintendents, teachers and public-spirited citizens."

### INDUSTRIAL EDUCATION IN PUBLIC SCHOOLS.

I believe the public school should be the scene of industrial and vocational training. I believe, too, that no public school is doing its full duty to the community unless it does offer vocational and industrial training. The public schools are the bed rock of democracy—and democracy means equal opportunities for all. And "equal opportunities for all" is but a mere hollow phrase in any community where the boys and the girls are not given a substantial chance to learn industrially as well as academically. Certainly there can be no "equal opportunities" in an industrial state, if industrial education does not go hand in hand with the commonly accepted courses of the public school.

It is then to our public school system that we must look for the solution of the problem of vocational and industrial education. We must aim so to mould our public school curriculum that it shall include a reasonable proportion of practical training in the fundamentals of the industries. We must so endeavor to shape the policies of our public educational institutions that we may arrive at a system which will be of equal benefit to the children of all our citizens. That public school system which enables the youth to secure such knowledge and such training during the school age as will fit him to become a useful member of society in his adult days and which, at the same time, prepares him to make the most of every native ability that is his, must be recognized as the ideal system for our day and generation, if not for all time to come. The community demands of its educators that they so train its children that they may be happy and useful members of the community; and no man can be both happy and useful whose equipment is not such as to render him an effective factor in the development of the sphere in which he lives. So soon as men learn this fundamental truth, so soon will they appreciate the value



Both Satisfied with the St. Louis Meeting.

of industrial and vocational training, along with academic, in every community, for both are necessary aids in preparing a man for the effectiveness suggested.—Dr. C. B. Connelly, Carnegie Technical Schools, Pittsburgh, Pa.

The Boston city administration, through Mayor Fitzgerald, is urging an increase in the membership of the local school committee. The contention is made that the present committee of five is "cliquish and controlled by subterranean influences which are purely personal." A body of nine men is suggested as being more representative and less likely to do business secretly. The members of the committee and all of the organizations in Boston interested in education favor the present system, to which the city owes the excellence of its schools and the high standard set in administration. The school committee has had frequent clashes with Mayor Fitzgerald and has steadfastly refused to accept any of his political measures.

The Chicago board of education has recently taken out a "life" membership in the National Education Association at an expense of one hundred dollars. The attorney of the school board held that the expenditure is a perfectly proper one. "We have," he writes, "many expenditures of a similar nature, which are clearly justified under the various decisions. If apparatus of any particular sort is in use in a school in another jurisdiction, it would certainly not be improper expenditure of money to send a representative of the board for the purpose of investigation. In like manner, it seems to me that where the problems discussed and the questions considered have a direct bearing upon the education of the pupils, and the construction and maintenance of schools, it would seem to me that such an expenditure is proper, and I am

of the opinion that the board has a right to make the same.

"The question, as it is presented to the board, is one of business policy, to be decided by its members as to whether or not it is beneficial for them to undertake such action. If they believe that it is beneficial, I believe they have the legal right to do so."

"Nothing," says Disraeli, "more completely represents a nation than a public building." The modern city school is typical of the American spirit.

Lots of school board members make a failure of their work as such because they have too many preconceived notions about their position.

Have you ever noticed how you unconsciously judge the work of the schools by what was done in your own day?

A learned educator once said to an institute of teachers: "Don't be talebearers to your superiors, or to the members of the school board." He should have added for the benefit of the school board: "Don't be tale receivers, trouble-hunters."

If railroads were run on the same economic basis as the average city school system, all would be in the hands of receivers within a year.

In Sheboygan county, Wisconsin, there is a public school which holds the record for per capita cost of instruction. It has one pupil and one teacher and the town pays \$500 annually to maintain it. In January, 1912, the school board voted to continue the school and to re-engage the teacher.

A precedent embalms a principle, says Disraeli. How well that applies to American school boards!

The unsympathetic superintendent of schools who cannot "get along" with his teachers is the subject of a vigorous denunciation in the Woman's Journal. Says a writer who fails to sign her name:

"A superintendent who cannot impart inspiration and enthusiasm to the teachers is as absolute a failure as a man in charge of electrical apparatus who should be unable to turn on the electricity. A superintendent who chronically exasperates the great mass of women teachers and rubs their feelings the wrong way, whether he does it wantonly or through mere want of tact, is more dangerous than a bull in a china shop. It is as though a man in charge of delicate machinery were continually slashing about right and left and breaking it, so that it nowhere ran without a jar. The tendency is to regard teachers too much as machines and yet to treat them without the consideration that would be paid to any other machinery. If they were machines for cooking children's material food instead of their mental and moral diet, or for weaving textiles to clothe their bodies instead of a fabric to clothe their minds, the superintendent who habitually damaged their gearing and broke their springs would be unhesitatingly pronounced a failure."



What Shall We Call It?



The Effective Weapon Against Political Control of the Schools.



A Great Success if All Will Take Hold.



# The ST. LOUIS CONVENTION

The St. Louis convention of the Department of Superintendence will be remembered, not so much because of the attendance, which exceeded all previous records, but because it marked a radical departure in the idea underlying the winter meetings of the N. E. A. It has been generally understood that summer conventions of the association have been intended for the discussion of all aspects of school work, while the meetings of the Department of Superintendence have been looked upon as special gatherings, to which superintendents who cannot get away in the summer might come to take up phases of their particular problems in school organization, administration and supervision.

The meetings of the Council of Education, and of the Department of Normal Schools, with the superintendents at St. Louis, offered an opportunity for the latter to hear the discussion of several important reports on educational affairs closely related to their own work. At the same time, the multiplication of sessions seemed to destroy, in a measure, the interest which has always been so intense in problems arising directly from the management of urban and rural school systems. The broadening scope of education and the increased interest in school affairs are probably a justification for the enlargement of winter meetings of the N. E. A. It is only to be regretted that the increasing number of men and women, who are coming, are not more largely city and county superintendents, but are rather, as was noted in St. Louis, college professors, normal school men and such others as have only a remote interest in the problems of country and city school supervision.

All of the meetings were held in the assembly rooms of the Planters and Southern hotels, which are conveniently located within two blocks of each other. President Chadsey proved to be a delightful chairman. He was not only considerate of the prerogatives of the speakers, but also of the comfort of his audiences. His foresight led him, after the first session, to open all of the meetings promptly and to interpret strictly the time-limit set for each of the papers. While this caused a number of long-winded, thoughtless men to be cut off at an opportune time, it never failed to obtain for the last speaker, at each session, plenty of opportunity for a hearing by a good audience.

## The Program.

The program proved to be fully as interesting as it had promised. It reflected in every session and in nearly every paper the spirit of self-investigation which has begun to animate school people, the intense desire to make the schools more efficient, the constant effort to adapt the courses of study and methods of instruction to the individual needs, capacities and interests of children, and the general recasting of the entire system in accordance with present-day civic and industrial and social conditions.

With very few exceptions the papers were technical rather than popular and well worthy of presentation before so important a professional body. It is to be regretted, however, that most of the speakers did little more than read their manuscripts. As at other educational conferences, the laymen were those who spoke without manuscript and aroused anything like enthusiasm or more than passive interest on the part of their hearers. On the whole, the papers were exceedingly temperate in the presentation of personal views of their writers and there was a lack of that argumentative element which gives so much combative interest to gatherings in other fields of endeavor. One or two of the papers were almost disgusting in the open acknowledgment which the speakers made that, after several years of experimentation, they could do no more than bring to the convention a statement of what their efforts had been, without offering any definite solution for the problems. There were practically none of the old-fashioned inspirational talks which have

characterized many of the early conventions of the department.

The St. Louis convention will be remembered among other things, for the great number of important reports made by various committees. Practically the entire sessions of the National Council of Education were taken up by statements of preliminary reports on various phases of school work. The reports did not receive quite as much discussion or prominence as they are entitled to and it is certain that they will have their greatest effect when published in the printed proceedings of the meeting.

## The First Day.

At the first session the topic was "Organization as Affecting the Course of Study and Economy of Time." Mr. D. B. Phillips, of Denver, attracted attention by his criticism of the inadequateness of present promotion methods, their lack of uniformity and their ineffectiveness in taking into account the numerous elements affecting child-life and scholarship. Mr. Wm. H. Elson opened the session with a well-considered paper on waste and efficiency, and Mr. D. H. Christiansen, of Salt Lake City, W. L. Stephens, of Lincoln, Neb., and Supt. Francis, of Los Angeles, presented the results of changes in organization which have been found particularly effective in their respective communities.

In expectant interest the second session exceeded all others. Commissioner Calvin N. Kendall, of New Jersey, opened it with a thorough, academic treatment of the value of educational commissions for the determining of school efficiency in cities. He was followed by a vigorous talk from Martin G. Brumbaugh on some of the civic relations of an urban community to its schools. Geo. H. Chatfield, of the New York Permanent Census Board, spoke for quantitative tests in determining the value and efficiency of all phases of school work, drawing his illustrations from the great wastes found in some of the industrial monopolies. He brought out forcibly the fact that just at present the movement for teaching certain vocations is being urged without determining beforehand how much boys can earn in the callings, to be offered, or whether there are at all openings for them in the respective trades.

Mr. Wm. H. Allen discussed the ways and means by which a city may best determine its unmet educational needs. He urged that the known and immediate needs of schools be taken up by investigators rather than the remote and more deep-seated. He proposed three steps for all inquiry, namely: description of the conditions, following a thorough study; secondly, a discussion of conditions found, with due praise and criticism where due; and, a suggestion of remedies which should be put into effect. He urged that all of the small things noted, from day to day, should be taken into account and looked after and that value should be given to the non-expert testimony as well as the expert and professional judgment of school officials and investigators. His illustrations from New York, where, he said, the school department was inimical to any inquiry into its work and where the value of suggestive criticism has been nullified by the dilatory tactics of the executive school officials, brought from Supt. Wm. H. Maxwell a bitter arraignment of the meddling methods adopted by some of the inquirers. Mr. Allen, however, answered in a way that left him master of the situation and rather gave the impression that the New York authorities were altogether unfriendly and even unfair in their attitude toward investigation.

## The Wednesday Meetings.

The problems relating to child welfare occupied the morning session on Wednesday and brought out five of the leading aspects which the schools are at present interested in. The duty of the schools in supplying a training for children who are likely to be put to work at an early age was forcibly brought out by Mr. O. R. Lovejoy, of the National Child-Labor Committee. He was followed, with a very comprehen-

sive paper on feeble-minded children, by Mr. J. H. Van Sickle, of Springfield, whose study of this problem is well known. Vocational work as exemplified respectively in the city trade school and intelligent guidance toward vocations were discussed by C. G. Pearse, of Milwaukee, and G. P. Knox, of St. Louis. By far the most interesting paper of the session was read by L. D. Harvey on the Education of Girls. Mr. Harvey was exceedingly frank in urging that girls should be trained primarily to become women—wives and homemakers, and that whatever of special training the schools might give them should be carefully planned toward this end. His vigorous pronouncement that whatever vocations girls might be prepared for must be temporary only, when compared with homemaking and motherhood, brought more hearty applause from the audience than was accorded any other speaker at any of the sessions.

The round-table sessions, Wednesday afternoon, proved particularly strong in informal discussions in which a large number of men participated.

Interest in the evening session, Wednesday, was centered wholly in the address of Commissioner Claxton, who took opportunity to tell of his ideas and plans for widening the labors and the effectiveness of the United States Bureau of Education. Mr. Claxton's address impressed again what has become so well known during the past few months, that he is not only strong and fearless but that he has elements of true leadership which cannot fail to make the bureau a central clearing house for helping schools and school authorities. His talk was thoroughly inspirational, very well tempered and evoked much favorable comment.

## Reports Received Thursday.

The Thursday morning session was largely given up to reports of committees appointed by the National Council of Education. Mr. Payson Smith presented for the Committee on Uniform Reports and Records the complete findings and suggestions which had been previously discussed at Mobile. Undoubtedly the report which has been issued in pamphlet form by the Bureau of Education, and is accompanied by complete forms for reports and records, will bear greater fruits during the coming few years.

Professor G. D. Strayer, of Columbia University, followed with a brief outline of the plan which his committee proposes to follow in attacking its problem of making standards and tests which shall be used in measuring the efficiency of schools. The committee has practically done nothing and Mr. Strayer might well have omitted his statement for the present year. The discussions which followed were rather untimely in their application and a few of them shot wide entirely of the topic.

A discussion of the bookman, his books, his shortcomings and a plea for more consideration of his difficulties opened the final session. Mr. Frank Fitzpatrick, who was the speaker, treated the topic at length, adopting a rather apologetic attitude for the men in the book trade.

The presentation, by Mr. Joseph R. Fulk, of the effects on education and morals of the moving-picture show, proved a revelation to most of his hearers. Although Mr. Fulk deprecated the unnatural excitement produced by motion pictures, the undesirable familiarity with evil which they give and the lack of opportunity for expression which they offer, still he argued that they might become exceedingly helpful to instruction if sufficient educational films could be obtained.

## Local Arrangements.

The local arrangements for the convention, with one unavoidable exception, were perfect. Supt. Blewett and his assistants, Messrs. Collins, Bryan and Rathmann, had planned wisely to meet every possible need and desire of the convention and of the visitors. One or more of the St. Louis supervisory staff attended each of the various sessions and several of them were present, from early morning until late at night, at the registration headquarters. Mr. Blewett and his men were indefatigable in their efforts to give assistance to the visiting superintendents and to the executive officers of the departments.



The only possible fault which members could find was that the meeting halls in the Planters and Southern hotels were not large enough to hold all of those who desired to be seated and that the ventilation was exceedingly bad. The lack of proper hall facilities, however, led to an unusual amount of school visiting and the St. Louis high schools, notably the Soldan high school, and many of the elementary and special schools, the open-air school, the educational museum and the school board headquarters were constantly overflowing with visitors.

The registration of members and the general management of association affairs were handled, with the usual smoothness, by Secretary Irwin Shepard and his assistants. A much-needed convenience for the press was provided by U. S. Commissioner Claxton, who sent the assistant editor of the Bureau of Education, Mr. B. K. Noyes, as official press agent for the convention. The local newspaper men and the correspondents of the educational press could, at all times, obtain brief, accurate abstracts of the addresses and proceedings of the convention as well as information about speakers and prominent men in attendance. The meetings were, as a result, more accurately and widely reported than ever before. The Department should not fail to make Mr. Noyes' services a part of the regular convention management.

#### The Attendance.

The attendance was a record-breaker despite the unfriendly attitude of the railroads and the lack of special rates.

The members came early so that the Monday sessions were crowded; many, however, left on Wednesday already and hardly two-thirds were in the city on Thursday afternoon. The action of the passenger associations in rescinding the low fares granted from the East undoubtedly affected the number of men coming from New England and from the Central Atlantic states. As usual, the middle west had by far the largest number of superintendents present. The South was well represented, but the far West sent very few. Bruce's Bulletin listed more than 1,930 names and the enrollment of Secretary Shepard probably exceeded 1,800 active and associate members. Among the prominent men who were seen in the lobbies of the hotel and the meeting rooms were such familiar faces as P. P. Claxton, J. M. Greenwood, C. G. Pearse, G. A. Glenn, N. C. Schaeffer, W. H. Maxwell, Mrs. Young, C. N. Kendall, L. P. Ayres, J. Y. Joyner, W. J. Keyes, M. G. Brumbaugh, J. A. Barr, J. H. Van Sickle, Charles De Garmo, J. A. Crabtree, and G. D. Strayer. Among the notable absentees were E. E. Brown, A. S.

Draper, N. M. Butler, W. O. Thompson, F. S. Cooper, W. M. Davidson and E. O. Lyte.

#### The Business Meeting.

The business meeting of the Department proved to be lively and somewhat surprising. When Dr. Chadsey announced the selection of a meeting place for the next year to be in order, there was a buzz of expectant conversation. The cities of Buffalo and Oklahoma City had made a thorough hotel canvass, and no less than eight cities presented invitations: Boston, Buffalo, Detroit, Oklahoma City, Palm Beach, Philadelphia, Richmond and Washington. On the whole, the rivalry was good natured, but several of the speakers overstepped the bounds of common sense in the fervor of their oratory. In the end the popularity of the three big-hearted men, Schaeffer, Swain and Brumbaugh, who presented the simple, hearty invitation of Philadelphia, won out. Oklahoma City and Buffalo received the next highest votes on the first ballot and stood well in the second.

The list of officers presented by the nominating committee for election won hearty applause and unanimous acceptance.

The list read by Chairman E. U. Graff, of Omaha, is as follows:

President—Frank B. Dyer, Supt. of Schools, Cincinnati, Ohio.

First Vice-President—Samuel Hamilton, Supt. Schools, Hamilton County, Pa.

Second Vice-President—Mrs. Ellor C. Ripley, Assistant Superintendent of Schools, Boston, Mass.

Secretary—B. W. Torreyson, State Department of Education, Little Rock, Ark.

Chairman Francis G. Blair, Springfield, Ill., for the committee on resolutions, offered seven items which received unanimous support. They will be found on page 19.

A resolution, presented by President D. B. Johnson, of Rock Hill, S. C., for the Committee on Agricultural Education, endorsing the Page bill for national aid to industrial, agricultural and normal schools, met with opposition and was defeated by a small margin. Although the committee has been urging the passage of the bill for several years, and has given it much publicity, the argument made from the floor, that there had not been sufficient time for consideration and discussion, prevailed.

The adherents of the "phonetic key-alphabet" lost all the ground, which they had gained, by the anxiety of E. O. Vaile to gain a further indorsement of the idea. A motion to express the Department's appreciation of the action taken

by various language and philological associations on the universal key-notation adopted by the Department a year ago was laid on the table.

Superintendent A. D. Call, of Hartford, then moved that the action adopting the system be rescinded. After some parliamentary skirmishing the motion was passed by a large vote.

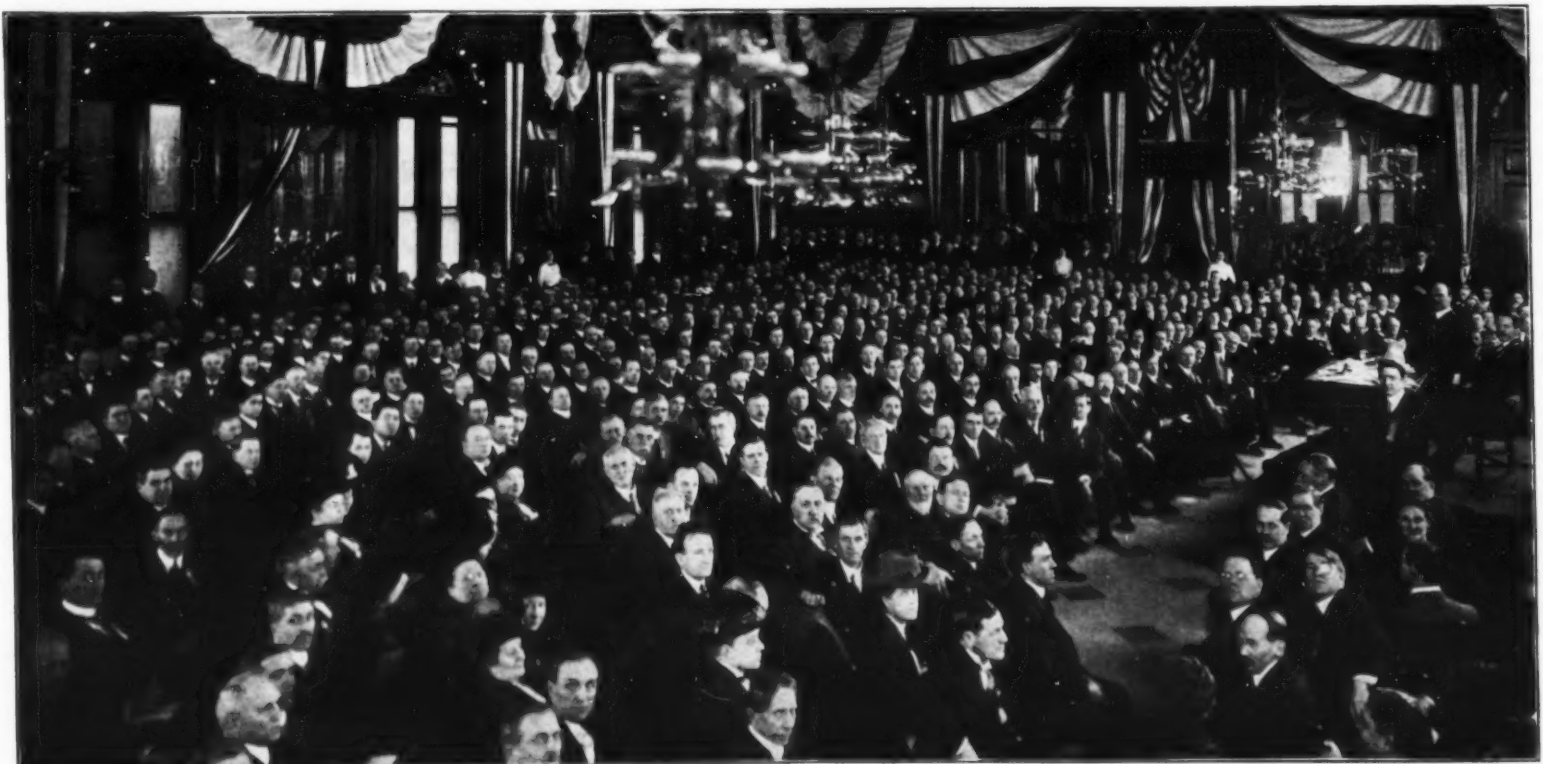
A resolution of David Felmley committing the Department to simplified spelling was similarly defeated.

While the St. Louis people hospitably arranged for a number of social affairs for the entertainment of the convention, the most remarkable event outside of the regular meetings was the dinner tendered by the National Committee on Agricultural Education to United States Commissioner of Education, P. P. Claxton. The dinner was in all respects novel. Secretary E. E. Balcomb, who arranged for the details, brought food raised, or prepared by school children from all sections of the United States. Dr. Albert E. Winship acted as toastmaster and two-minute talks on various aspects of the work of the Bureau of Education were delivered by a number of the prominent educators in attendance. As was frequently heard in the lobby during the convention, the dinner proved to be the most unique and inspirational event of the entire convention.

#### Summer Meeting.

The summer meeting of the National Education Association will be held in Chicago, according to an announcement of President Carroll G. Pearse. The removal of Superintendent S. L. Heeter to Pittsburgh and the refusal of the railroad passenger associations to grant any rates to St. Paul led the executive committee of the association to fix upon Chicago. The dates selected are July 6 to 12, inclusive. Illinois teachers have guaranteed a large advance membership and the officers of the association have assurances of big delegations from each of the western states.

Superintendent W. M. Davidson of Washington has recently said that the District of Columbia made a sad mistake in adhering until recently to a policy of building eight-room schoolhouses. There are at present 150 such small school buildings in the district which are expensive to heat, clean and keep in repair and cost much for supervision. No schoolhouse in a city should, according to Dr. Davidson, be smaller than twelve rooms, while those of sixteen or twenty rooms are most economical in first cost and maintenance.



Second Morning Session, Department of Superintendence at Southern Hotel, St. Louis, February 28, 1912



# UTILIZATION OF SCHOOL PLANT

NATIONAL SUPERINTENDENTS' ASSOCIATION, ST. LOUIS, MO., FEB. 28, 1912

By WILLIAM WIRT, Superintendent of Schools, Gary, Ind.

The twentieth century public school saves the taxpayers' money by providing: First, classrooms and libraries where the child can study books and recite from books; second, playgrounds, gymnasiums and swimming pools where the child can play and secure a general physical training; third, shops, gardens, drawing rooms and laboratories where the child can work and learn to do efficiently many things by doing them; fourth, an auditorium where by lectures, recitals, dramatics, phonograph and player piano music, stereopticon and motion pictures the visual and auditory education of the child may be done efficiently. Four separate and distinct places are provided for each child, but the total per capita cost is not increased fourfold. The per capita cost for classroom study, under good conditions, is from \$100 to \$200, for play and physical training from \$10 to \$25, for work from \$20 to \$125, for an auditorium from \$10 to \$25. The total per capita cost for the four departments is from \$140 to \$400, or from 40 to 100 per cent greater than the per capita cost for the study and recitation room alone.

But each child can be in only one of the four places at the same time. The new school has so arranged the classes that different sets of children are in the four separate departments all of the time. By this plan the new school accommodates four times as many children, and at a per capita cost of \$35 to \$100. By providing facilities for the child's play, work and recreation, as well as facilities for study, the per capita cost of the school plant is only 35 to 50 per cent that of the traditional study classroom school. There is a corresponding saving in annual maintenance cost. Extra teachers and special supervisors are also eliminated, and the per capita cost for instruction is less than in the exclusive study school.

A much more important feature of the new school is that the children want to go to such a school every day in the year and eight to ten hours each day. The universal problem of keeping the children in school has been solved. The school provides a real life so that the child wants to educate himself at the very moment that he has the opportunity. The play impulse is transformed into a work impulse so that real pleasure is experience in work. The school life creates a need and desire for the academic and cultural work of the school. There is no attempt to remove the difficulties. The supposed distasteful work of the school is not sugar-coated with sentimentalism. The wasted time and the misdirected energy of the street and alley are utilized to awaken ambition, develop initiative and create power in the child, so that he can find real joy in the mastery of difficulties. The child is busily and actively engaged the year round educating himself.

The worst possible form of an educational plant is a massive brick and stone building with every device perfected for keeping children quiet, in a straight-jacket school seat, all day long. Children are annihilated in such a school, not educated. The traditional classroom study school building may answer very well for the mechanical study of textbooks. But real education demands much more than the formal study of the textbooks. The new school gives the child one-fourth of his time for the formal study of textbooks and for the formal organization of what he has learned during the remaining three-fourths of his time in real activities. The addition of facilities for real activities in a combined workshop, playground and school makes real, genuine education possible. The new school does not dispense with books or culture. It provides for a more efficient use of books and a more genuine and thorough acquisition of culture.

When the child is interested in the work and activities of the school, when the child has de-

veloped a power of application and concentration, when the child is in a condition where he is capable and anxious to put forth tremendous effort to master the difficulties of the school, then it is easy and natural for the time and energy of both teacher and pupil to be used efficiently.

Eliminate the plan of teachers trying to teach things that they do not know by means of special supervisors. Permit teachers to teach only the things that they do know and know how to teach. Arrange the size of the classes so that with classes numbering four students or four hundred they are the best possible groups for the work in hand.

Break up the rigid grouping of children in fixed classes. Any child should secure as much time as he needs in any subject or department. If the child is weak physically and cannot undertake for the present formal textbook work, he should use the other facilities of the school as a sanitarium for the recovery of his physical strength. If the child is deficient in percentage because of lack of preparation in common fractions and decimals, he should not be flunked and kept repeating work in percentage. He should go on with his work in the class in percentage and, in place of some of the recreation features of the school, take extra work in a class several grades below where he can get directly the needed drill in common fractions and decimals. The same principle can be applied in all subjects and for pupils who wish to advance more rapidly as well as for those who wish to make up deficiencies. The retarded, subnormal and abnormal child can be accommodated without extra teachers or facilities.

Use the great outdoors. Use classrooms, laboratories shops, auditoriums, gardens, playgrounds, gymnasiums, textbooks, library books, real objects, real activities and occupations; but use each only for that educational purpose for which it is best adapted.

Every part of the school plant can be made an educational opportunity. There is no reason why the school furniture and much of the equipment cannot be made in school cabinet shops under the direction of a cabinet maker selected for his teaching ability, as well as his mechanical skill. There is no reason why the school painting, stage scenery, plumbing, electrical work, carpentry, printing and book binding, forging, foundry and machine work cannot be done in the same way. There is no reason why the school engineer should not be selected because of his teaching ability as well as his mechanical skill. The boys can work with this engineer as apprentices during certain hours in the day and learn to fire boilers, operate pumps, engines, generators, motors, heating and ventilating machinery. There is no reason why some of the nature study teachers should not be selected because of their practical knowledge and skill as well as for their college degrees. A practical landscape gardener can take complete charge of the school garden, lawns, shrubbery and trees, and the children will be delighted to assist him. Even the stairways and school corridors have the highest possible educational value, if we will but use them.

The twentieth century school does the work of the public library and public playground much more efficiently and much more economically.

The school employs specially trained teachers to direct the outside reading of children and cultivate an appreciation for good literature. These teachers meet every child for a thirty minute period on alternate days. By means of stories and reading from sets of books furnished by the public library, the children are interested in the best literature. This literature teacher's classroom is in reality a library

of literature for children, and the teacher is in the truest sense a children's librarian. Many of the books furnished by the public library are supplied in sets of thirty or forty volumes of the same book so that class work is possible in this directed reading.

Similarly the nature study teachers have a nature study library in their laboratory, the music teachers have a music library, the drawing teachers have an art library, etc. The library work is supplemented by pictures, victrolas, piano players, stereopticon and motion picture machines in the school auditorium; and by the museum specimens in school corridors. Every child is reached regularly in an organized way. The library maintenance and salary cost, per book circulated and read, is about one-fourth of one cent, only 5 per cent of the cost in public libraries. The life of a book circulated in sets under the direct control of the special teachers is ten times that of the usual library circulating book.

In Gary it is hoped to have a branch of the public library in every school, with an assistant librarian from the public library in charge and with the special teachers in the school co-operating in cultivating and directing the reading of the children.

This unit school plant will accommodate about 2,700 children. The buildings are open evenings, Saturdays and during vacations. Adults use the school buildings as freely as children. The branch library is so placed that it can be entered directly from the outside and without climbing steps. The location of the branch library in the same building with the social, recreation and study facilities brings to the library many readers who would not otherwise form the library habit. In turn the library helps to promote the other social, recreation and study features of the school.

The opinion is becoming fixed that we have not utilized the school plants completely unless they are used for recreation and social centers by adults. Fortunately a school plant that provides for the constructive play and recreation activities of children is also most admirably adapted for similar activities with adults. The playgrounds, gymnasium, swimming pools, auditorium, club and social rooms, library, shops, laboratories, etc., make a complete social and recreation center for adults. Experience has demonstrated that the facilities for academic instruction add to the attractiveness of the plant as a social and recreation center.

Compared with the cost of such facilities and their use when separated from the school plant the economy in favor of combined playgrounds, work shop and school plant is indeed surprising. The city of Chicago has a most elaborate system of recreation parks and field houses. Selecting the eleven most successful parks of the South Park Commission we may compare the total cost and use of the eleven parks with the cost and use of one Gary school plant. Note that the attendance of the parks is the total, not the average for the eleven parks. Also note that the cost of the school includes the furnishing of complete school facilities for 2,700 children, in addition to the social and recreation features.

	Total for Eleven Parks.	One School.
Population .....	800,000	20,000
First cost, less land .....	\$2,000,000.00	\$900,000.00
Annual maintenance .....	440,000.00	100,000.00
Annual Attendance—		
Indoor gym .....	310,000	1,000,000
Shower baths .....	1,385,000	500,000
Outdoor gym .....	2,000,000	2,000,000
Swimming pool .....	725,000	300,000
Assembly halls .....	270,000	1,000,000
Club rooms .....	70,000	50,000
Reading rooms .....	600,000	1,000,000
Lunch rooms .....	520,000	20,000

The twentieth century school is planned to secure the highest possible efficiency from buildings, grounds and equipment, and the time and energy of teachers and pupils.



# Waste and Efficiency in School Studies

By W. H. ELSON

The study of educational waste as a factor in determining the efficiency of the school is a modern practice. In the past the school was judged largely by the number of its graduates, by the estimate the college placed on the work of the favored few who chanced to go to college, or by the exceptional student who "starred" in some particular study in his university career. Little or no account was taken of the great majority—of the number that "fell by the wayside" before reaching the sixth grade, to say nothing of those who withdrew before completing the course of the elementary school, or before graduating from high school. Nor was attention given to the length of time required to complete the course, or the number of times a pupil might have to go over the same work. In short, the whole question of educational waste was ignored. Indeed, for many the problem did not even exist.

## New Standards of Efficiency.

In recent years, however, new standards of efficiency have arisen and new criteria for measuring the work of the school have been established. The school is brought face to face with its own losses. The demand is that the school shall adapt its work to the needs of the individual child, in view of his ability, opportunity, outlook and interests. We have begun to judge the school by its power to hold pupils once they have entered; by its power to carry children through the school on time; by its power so to adapt its work that a given unit may be covered in a given time. These new criteria of efficiency turn the center of administrative interest from the needs of the few and the strong to the needs of the majority. They place new obligations upon the school—not of doing less for the intellectually bright and for those going to college—but the duty of doing more to adjust its requirements to the abilities of the average children, and of adapting its work to the needs of those who from choice or necessity must complete their education in the public school.

## Waste by Withdrawals.

The failure of the school to hold its pupils is one of the great sources of educational waste. In a typical city it was found that for a ten-year period but 48 per cent of all the children enrolled in the first grade reached the sixth, but 36 per cent reached the seventh, and that but one pupil in four attained the eighth grade. In a word, taking the records for ten years as a basis of judgment, it was found that only one child in two ever advanced in the elementary school beyond the fifth grade.

In the high school the records show similarly large losses from withdrawals. It was found that for a ten-year period one child out of every three withdrew before the second year, one out of every two withdrew before becoming a junior, and two out of every three failed to graduate.

Nor do the records show that these losses within the school are due to its breaking down in recent years, for taking the first half of the ten-year period, the per cent of those graduating from high school or completing the eighth grade is a trifle less than for the last half of the period, thereby showing a slight gain in holding power on the part of the school.

When the life history of ten graduating classes of high school is made the basis of judgment, the losses within the school from withdrawals are surprisingly large. Broadly speaking, it seems reasonable to conclude that of those entering the first grade, 95 per cent leave without finishing the high school, 50 per cent withdraw before reaching the sixth grade, and 75 per cent before attaining the eighth grade; while of those entering the high school one-third leave before the second year, and two-thirds drop out before graduating. This is fairly typical of the country at large. It reveals enormous waste due to withdrawals from school. Naturally the question arises, to

what extent is the school itself in organization, instruction, course of study, standards of values, or otherwise, responsible for these losses and for its own lack of holding power?

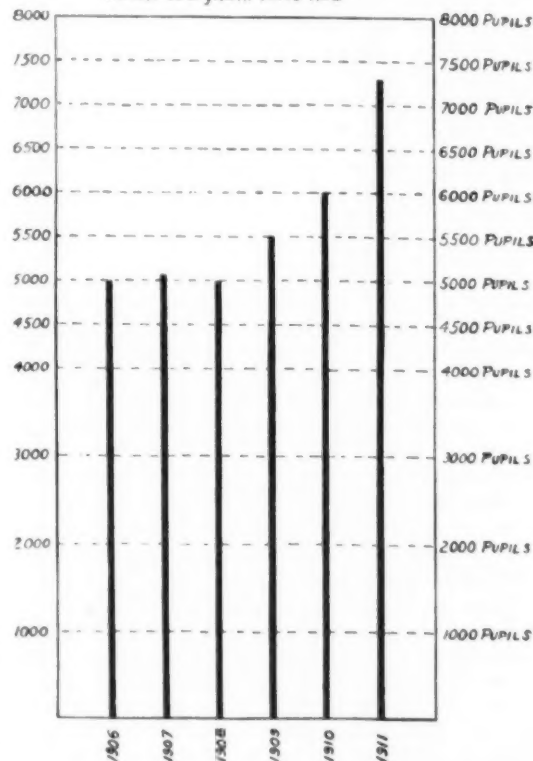
## Why Do Children Leave School?

Accurate data bearing upon the causes of withdrawals from school are difficult to ascertain. The school cannot, of course, be held responsible for all the children lost to education by withdrawals; but in so far as the causes of withdrawal lie within the school itself, it must bear the burden of responsibility. It is important that careful record be made by all schools of the causes of withdrawals, to the end that a wide range of data may be made available bearing upon the question as to why children leave school, and to warrant conclusions as to what extent the school itself is responsible for its losses. What is needed is data showing the actual effect on the holding power of the school due to changes in organization, courses of study, methods of promotion, etc.

In this connection I submit data showing the influence of practical courses in attracting and holding pupils of high school age. Previous to 1908 Cleveland had six high schools offering the usual college preparatory courses. In 1908 a technical high school was opened, offering four-year courses frankly preparing for work without regard to college entrance requirements. This school opened with 729 pupils, of which 484 had just completed the eighth grade; 122 were transferred from other high schools, and 123 were recruited from shops and factories—children who had left school and had gone to work, but who were attracted by a vocational school of this type. The next year a high school of commerce was opened, following similar lines of practical efficiency as that of the technical high school. The following table shows the influence on the holding power of the school as affected by courses bearing an immediate and close relation to the every-day activities of life.

Year.	1906	1907	1908	1909	1910	1911
Academic .....	4983	5059	4989	4787	4436	5293
Vocational .....	.....	.....	.....	729	1560	2005
Total .....	4983	5059	4989	5516	5996	7298

Vocational School Reports began in 1909  
Almost 50% growth since 1908



The above data shows that in three years previous to 1908-09 the high schools did not grow, notwithstanding the city was growing at the rate of 2,000 school children each year, as shown by the school census. In 1908 voca-

tional high schools were started, the technical in 1908, and the high school of commerce in 1909. The result is a growth in high school attendance from 4,989 in 1908 to 7,298 in 1911—almost 50 per cent gain in three years. Moreover, it is to be observed that vocational high schools have started growth in college preparatory schools, and all are sharing in the revival of high school prosperity. While for three years previous to the opening of vocational high schools the college preparatory schools did not grow, yet these schools reached their highest enrollment in 1911, at a time when more than 2,000 children were in attendance at vocational high schools. An increase of 50 per cent in high school attendance within three years, the creation of a new high school constituency, tends strongly to the belief that the holding power of the school is tremendously affected by the relation which it establishes with every-day activities through the courses of study which it offers. The correcting of the maladjustment between the school and the industrial and business world outside the school, will have a marked effect in overcoming educational waste.

## Waste by Retardation, Repetition and Non-Promotion.

But losses by withdrawals are affected also by retardation, for when children fall behind their grade they leave school in large numbers. In a typical city the records show that, exclusive of all special schools, one-fourth of all elementary pupils were retarded one to four years. Since this data takes no account of those having withdrawn, it is apparent that conditions as to retardation are even worse than these figures indicate; for by the sixth grade more than half of those enrolled in the first have left school. Without regard to cause, retardation can have but one effect, and that is to deprive many children of the work of certain grades of the school. Since retardation is the direct result of going over the work a second time, repetition produces lamentable waste. Even in the upper grades, which deal each successive year with an increasingly select group of children, the per cent of repetition is surprisingly large. From data available it seems reasonable to conclude that, of all money spent on public education in American cities, one-tenth to one-eighth is spent on taking children over the work a second time, an enormous loss considered from any point of view. As a money tax due to the maladjustment of study courses and promotion schemes to the abilities of children it is excessive. When the school is tested for efficiency by its ability to carry children through its course on time it shows great waste.

But just as repetition causes retardation, so non-promotion is the prime factor in producing "repeaters." Obviously, the causes leading to non-promotion are many, some of which are beyond the responsibility of the school. However, the degree of the burden of responsibility which the school bears can only be determined in view of a wide range of data showing the causes of non-promotion. Every school should, therefore, keep careful record of actual causes of non-promotion. From the limited data available it would seem that three-fourths of the non-promotions are accredited to incapacity and indifference on the part of children. This suggests strongly the need for a revision of standards of attainment and a readjustment of the course of study, adapting it to the abilities of the children. For the maladjustment of the work of the school to the capacities and interests of children is expressed in terms of withdrawals, retardation, repetition and non-promotion. The thoughtful student of educational waste can not fail to reach the conclusion that the school is addressing itself to the stronger group, and setting its standards of attainment beyond the range of the average children.



Doubtless no one factor penetrates so deeply into the life of the school and has so much to do with educational waste as methods of promotion; for these involve standards of attainment and modes of advancing children from grade to grade, as well as from school to school. To a large extent, plans of promotion have developed traditionally and without much regard to their effect on school losses. But the time is at hand when standards of attainment must be re-determined, and a plan of promotion devised in view of its effect on withdrawals and repetition—a plan which shall enable children, as a rule, to complete the elementary school course on the average in eight years and the high school course in four years. Such a plan must be so flexible that each child shall be permitted to advance through the school according to his ability and effort. It must allow the bright child to advance in less than the average required time, and even though the slow child may take longer, the average, when all the children passing through the school are taken into account, should not be more than eight years for the elementary and four years for the high school. It must offer the "square deal" to all children. Such a method of promotion can only be devised and administered in view of a large body of facts with regard to failures in studies, withdrawals, retardations and non-promotions in a given system of schools.

#### A Problem in Waste and How It Was Solved.

In a city of size the following conditions obtained: It was found that for a ten-year period only one child in two ever advanced beyond the fifth grade; that one child in four was retarded one to four years; that every tenth child was a "repeater;" that 11 per cent of all elementary school pupils failed of promotion.

These facts with reference to withdrawals, retardation, repetition and non-promotion were brought to bear in determining a new promotion plan and in re-determining the length of the school year. To reduce repetition the annual plan of promotion was abandoned and a term plan inaugurated. A term of twelve weeks was made the unit. At the end of this period children are re-classified, and when non-promoted the pupil repeats only twelve weeks of work.

Acting on the theory that there were as many pupils in the school who could do more than the average amount of work required as there were pupils who could do less, opportunity was made for the more rapid advancement of bright pupils. Since the non-promotions amounted to more than one in ten, provision was made that 10 per cent of the pupils in any room might be given a double promotion, that is, jumped over a term's work; provided, however, that no pupil might be given a double promotion unless his standing for the term in all studies was 90 per cent, or above, and that no pupil should be given more than one double promotion in a single school year. Though double promotion of a given number of pupils will by no means eradicate repetition and retardation, yet in time the number of children repeating will be equalled by the number given double promotion, and the number of children behind their grade for their age will be offset or balanced by the per cent of pupils ahead of their grade. A school system thus becomes its own clearing house, is made to check itself, and certain bad effects of repetition and retardation are neutralized. In this way the money cost of the "repeater" is offset by the acceleration of the stronger pupils.

#### Summer School Reduces Waste.

That it might be possible for the large number of retarded children to advance further in the course of the elementary school, the regular school year was divided into three terms of twelve weeks each, and a twelve-week summer school, offering regular work and giving regular credits, was established.

The twelve-week summer term makes a unit of work corresponding to a unit of work of the regular school year. Retarded children, by

taking advantage of the summer term, are enabled to reduce the degree of their retardation and advance further in the course than formerly. Three high schools were opened for regular work for a twelve-week summer term—a college preparatory high school, a technical high school and a high school of commerce, to which pupils from all parts of the city were eligible. Under this arrangement pupils taking advantage of the twelve-week summer term completed a four-year course in three years. In the elementary schools there were enrolled in the summer term 4,187 pupils, and in the high schools 1,279, a total of 5,466.

In the elementary schools 3,245 children made up a term's work, thereby reducing their amount of retardation to that extent, while 276 of these received a double promotion. Through the summer term and the increased flexibility of the plan of promotion the school system practically checked its own losses and created a balance sheet, the number of children who lost time being equalled by the number who gained time. Moreover, the number of withdrawals was reduced over the preceding year by more than 3,000 pupils.

Whether a thirty-six-week school year and a twelve-week summer term, optional to children, and whether this mode of promotion will prove successful and desirable, experience alone can tell. Every school system offers its own set of conditions and its own special needs. At all events these plans are illustrations of how definite knowledge of school conditions may be used in attempting to meet actual problems of administration. What is needed is that the courses of study and the method of promotion shall be so adjusted to the abilities and needs of children that the average children advance through the grades at the normal rate, the slower requiring more time, and an equal number of bright children requiring less than the normal time in which to do the work.

#### Need for Standardizing Subjects, Departments and Schools.

Notwithstanding the value of studies is fixed by the time allotted in the daily program, study requirements in actual practice seemingly have little relation to the value ascribed. Reading, for example, in a given system of schools is given 25 per cent of the total time of the elementary school, language and grammar 12 per cent, arithmetic 15 per cent; in the first year of the high school Latin, English and algebra are given like value. Nevertheless, the failures in language and grammar were, in view of the time value, almost four times as many as in reading; those in arithmetic five times larger, whereas in the first year high school classes 26 per cent of the children dropped out or failed in Latin, 15 per cent in English and 13 per cent in algebra. Where records of failures in studies are properly kept it is not difficult to locate the studies that are the great offenders in swelling the ranks of the non-promoted.

Such variations reveal a need for standardization not only in studies, but in departments as well. Standards for completing a study of great value should be such as will actually put the emphasis on that study, rather than that pressure on one study when measured by the time allotted should be two to twenty times as great as upon another. But until positive data is collected with reference to failures in studies in the various grades, and these data made the basis of administrative action, little can be accomplished in equalizing and standardizing study requirements.

There is similar need with regard to standardizing individual schools, for there is wide variation in the standards of the several schools in the same system. For example, in a given system of schools, the failures in reading, based on total enrollment, ranged from 0 to 25 per cent; in language and grammar from 0 to 34 per cent; in arithmetic from 0 to 37 per cent; while the per cent of non-promotions for individual schools ranged from 0 to 47 per cent in the first grade, in the second from 0 to 38 per cent, in the eighth grade from 0 to 55 per cent. Such variations in standards in a single system

can scarcely be countenanced. That schools should be rightly judged with regard to their work, and that there should be reasonable uniformity of requirements in different schools, there can be no doubt. Yet, before this can be brought about data must be collected with reference to failures in studies and non-promotions in different schools; upon the basis of these city-wide standards fixed and the requirements of individual schools equalized.

A study of educational waste forces the conclusion that in the collection and use of data to guide in measuring the efficiency of the school and in determining administrative action, a mere beginning has been made; that if the efficiency of the school is to be definitely measured careful record of school losses must be kept to the end that study courses and promotion schemes may be adapted to the abilities, needs and interests of all the children, and the school itself be thereby enabled to check its own waste.

#### THE PENNSYLVANIA STATE BOARD OF EDUCATION.

In the enactment of the School Code by the last legislature, Pennsylvania took an advanced step in the matter of popular education. No recent educational measure has been more widely discussed in state and national circles than this and the consensus of opinion is that the code represents one of the best pieces of constructive educational legislation ever enacted in an American assembly. It is an exceedingly well balanced measure, centralizing authority where such centralization adds to the efficiency of the system while still retaining the essential and necessary elements of local control.

One of the special provisions of the code is the organization of a State Board of Education which consists of six members appointed by the governor of the commonwealth by and with the advice and consent of two-thirds of the senate. The specific problems to which the board will devote attention are indicated in the code as follows:

- (1) To report and recommend legislation to the governor and general assembly.
- (2) To create, organize and manage the state school fund of Pennsylvania.
- (3) To equalize educational advantages throughout the commonwealth.
- (4) To inspect and require reports of educational institutions wholly or partially supported by the state.
- (5) To promote agricultural education, manual training, domestic science and vocational and practical education.
- (6) To provide plans for the erection of school buildings in districts of the second, third and fourth class.
- (7) To prescribe regulations for the sanitary equipment and inspection of school buildings.
- (8) To enter into negotiations with the trustees and stockholders of the state normal schools with the view to purchasing the outstanding stock and bring them wholly within the control of the state.

These problems offer a wide field for educational initiative and activity. Co-operating with the Department of Public Instruction the state board will become the "clearing house" for educational ideas in the special lines of work within its powers. It will note what is being done in the special fields of education and use its best efforts to propagate and extend whatever ideas may be helpful to the teachers and children of the commonwealth.

The personnel of the board is a guarantee of capability and efficiency. Its members are men known throughout the state and the nation for broad, sane views on questions of education and its relation to life. Dr. M. G. Brumbaugh, superintendent of the Philadelphia public schools; David B. Oliver, president of the Pittsburgh board of education; Dr. George M. Phillips, principal of the West Chester state normal school; James M. Coughlin, superintendent of the Wilkes-Barre public schools; William Lauder, Riddlesburg, and John S. Rilling of Erie, with N. C. Schaeffer, state superintendent of



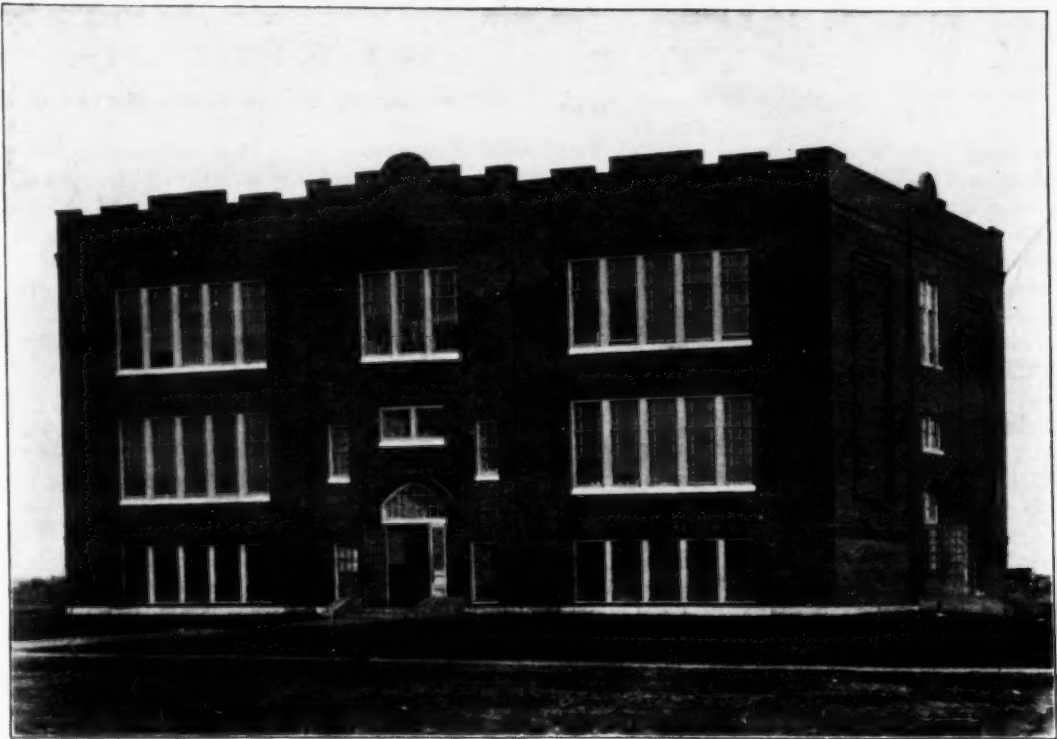
public instruction, ex-officio member, constitute the board. These men framed the code and it is especially fitting that they should be largely intrusted with carrying out its provisions. Their willingness to serve as the state board of education is an earnest of their desire to help place Pennsylvania in the forefront of matters educationally as she confessedly stands commercially and industrially.—J. George Becht, Secretary.

### WATONGA SCHOOL.

The new school at Watonga, Oklahoma, printed on this page is splendidly adapted to meet the needs of a small, rapidly growing village. The first floor has four grade classrooms, each arranged so that the light strikes the pupils over the left shoulder, and connected with cloak rooms of the Boston type. On the second floor there are, at present, two classrooms, an office for the principal, a teachers' room and an assembly or study hall. It is intended that later the building will be rearranged to conform to plan No. 2. This can be done without interfering with the construction, and without tearing down, except for removing the stage and dressing rooms. It is proposed to do so when a high school is to be erected and the present school will be used entirely for grade purposes.

The building is semi-fireproof in construction. All stairways and the corridor on the first floor, the boiler and the fuel rooms are entirely fireproof. All of the bearing walls are brick and the remaining partitions are made of metal studs. All plaster is applied to expanded metal lath.

The basement, which is practically on a level with the surrounding grade, contains a



NEW SCHOOL, WATONGA, OKLA.  
R. W. Shaw, Architect, Enid, Okla.

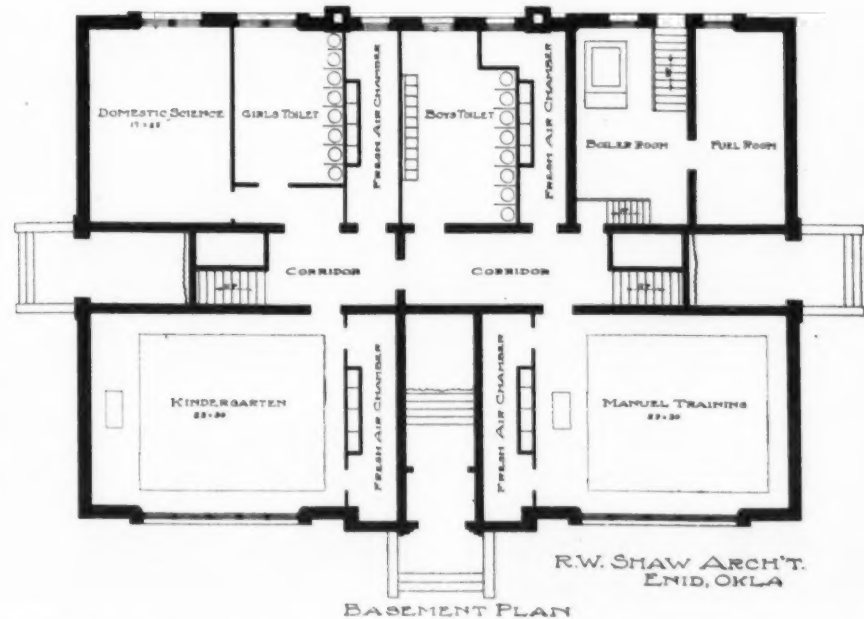
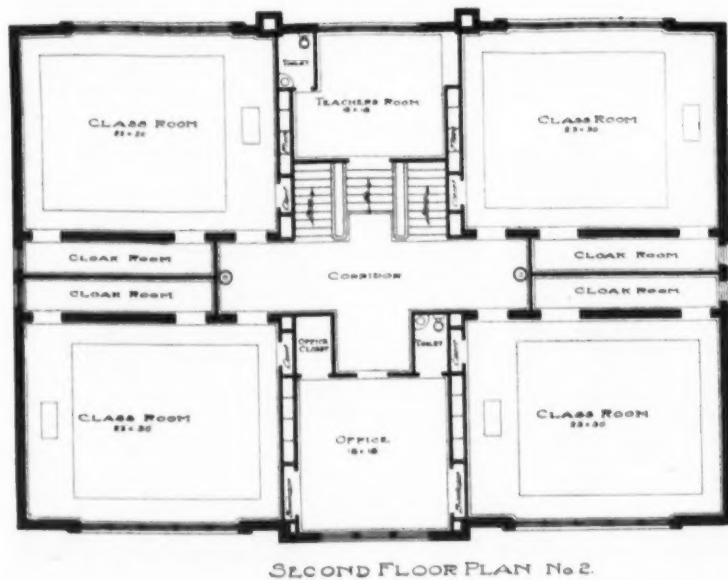
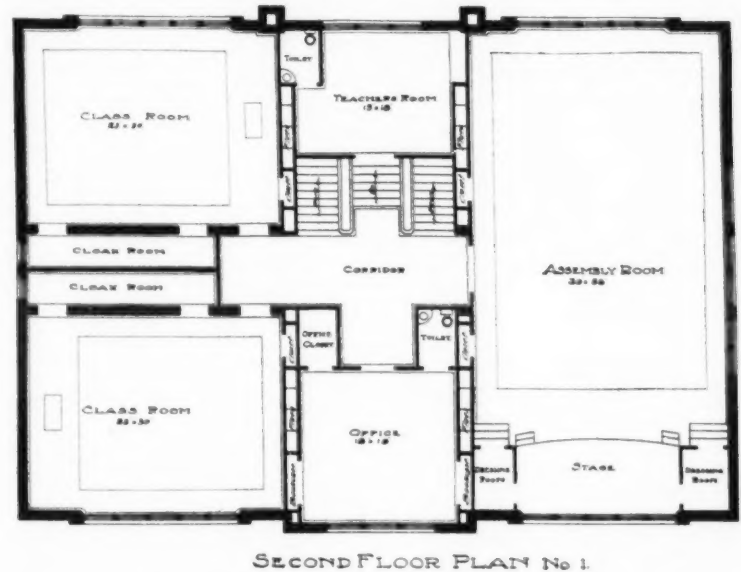
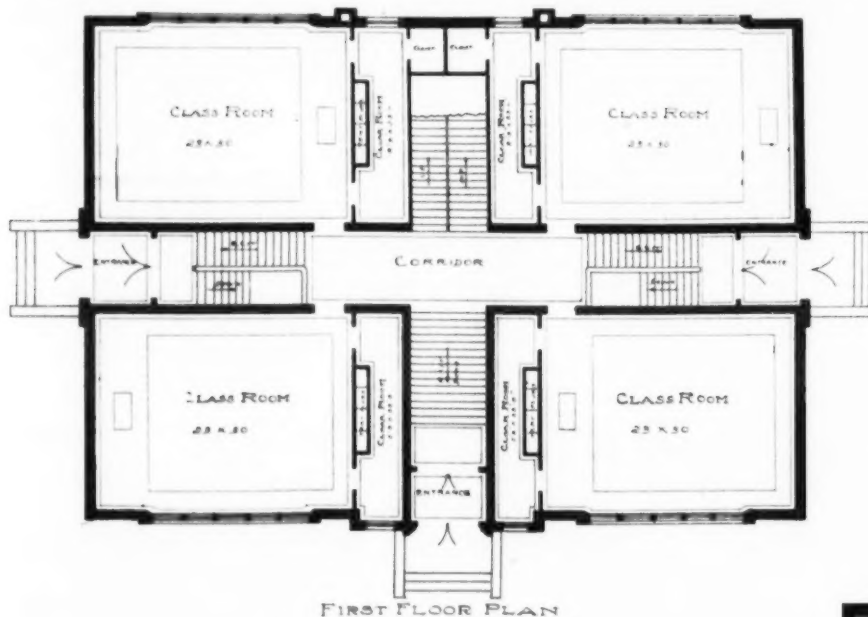
kindergarten, domestic science and manual training rooms, separate toilets and boiler and fuel rooms.

The toilet fixtures consist of Nelson ventilated latrines, connected with special vent flues. Sanitary drinking fountains are on each floor.

The heating system consists of a gravity ven-

tilation and overhead steam heating plant. One-third of the radiation is indirect and two-thirds is direct. Acceleration coils are placed in each vent stack.

The building cost, complete with plumbing and heating, \$20,100. Mr. R. W. Shaw, Enid, Okla., is the architect.



FLOOR PLANS, NEW SCHOOL, WATONGA, OKLA.



# The Future Location of City School Buildings

By F. B. DRESSLAR

Specialist in School Hygiene and Sanitation, United States Bureau of Education, Washington, D. C.

Several years ago, the writer published an article in which he stated that the time had come when cities must take steps to secure larger grounds upon which to locate their public school buildings; and that he saw no practicable way of doing this save by going into the open country at a reasonable distance from the city, buying large tracts of land, erecting schoolhouses thereon, and daily transporting the children to and from school free of charge.

I wish now, in a brief way, to enlarge on this idea and to emphasize in a more specific manner the need of an immediate movement to carry out the suggestions made.

In the first place, city children have no extended horizon, either actual or ideal. They are both shut in and shut out. They rarely see a mile ahead in any direction, and even then there is little helpfully alluring in view. They are shut in by tall buildings and the machinery of a highly specialized life. They get food but know not whence nor how it comes. Out somewhere in the unknown there are sources of supply, but these are really unthinkable to them, because they have no actual imagery to lift their vague notions into realities. They know naught of hills and valleys and fields and crops. Of course they can read about these things, just as we older people read about Kamchatka, and end as we, with mere words. Such information is not knowledge, and still further removed from wisdom.

These statements will appear in the nature of exaggerations to some, who, because of various advantages in life, read this magazine. But no one who has really wrought with the great majority of the children in the elementary schools of a large city and has come into an intimate knowledge of the real narrowness and barrenness of their lives will doubt the essential truth of such statements. Some years ago I found in one room, in the grammar grades of the schools of San Francisco, nearly a dozen children whose intimate world was bounded by a circle less than twenty blocks in diameter. One Saturday

the teacher took them to a neighboring hill—a good part of the city is full of hills—and she was astonished beyond measure to find she had thus brought many of them into a new world, and a new vision. Those who doubt, let them take the time to find out, not by questioning, but by real contact and intimate relations.

It is unreasonable to expect congested cities to furnish as much room for school grounds in close proximity to their homes as the children deserve, and all reason dictates they should have. There is then no alternative. The future school buildings of our large cities must be removed from the cities into the open country and the children must be transported daily to and from their homes.

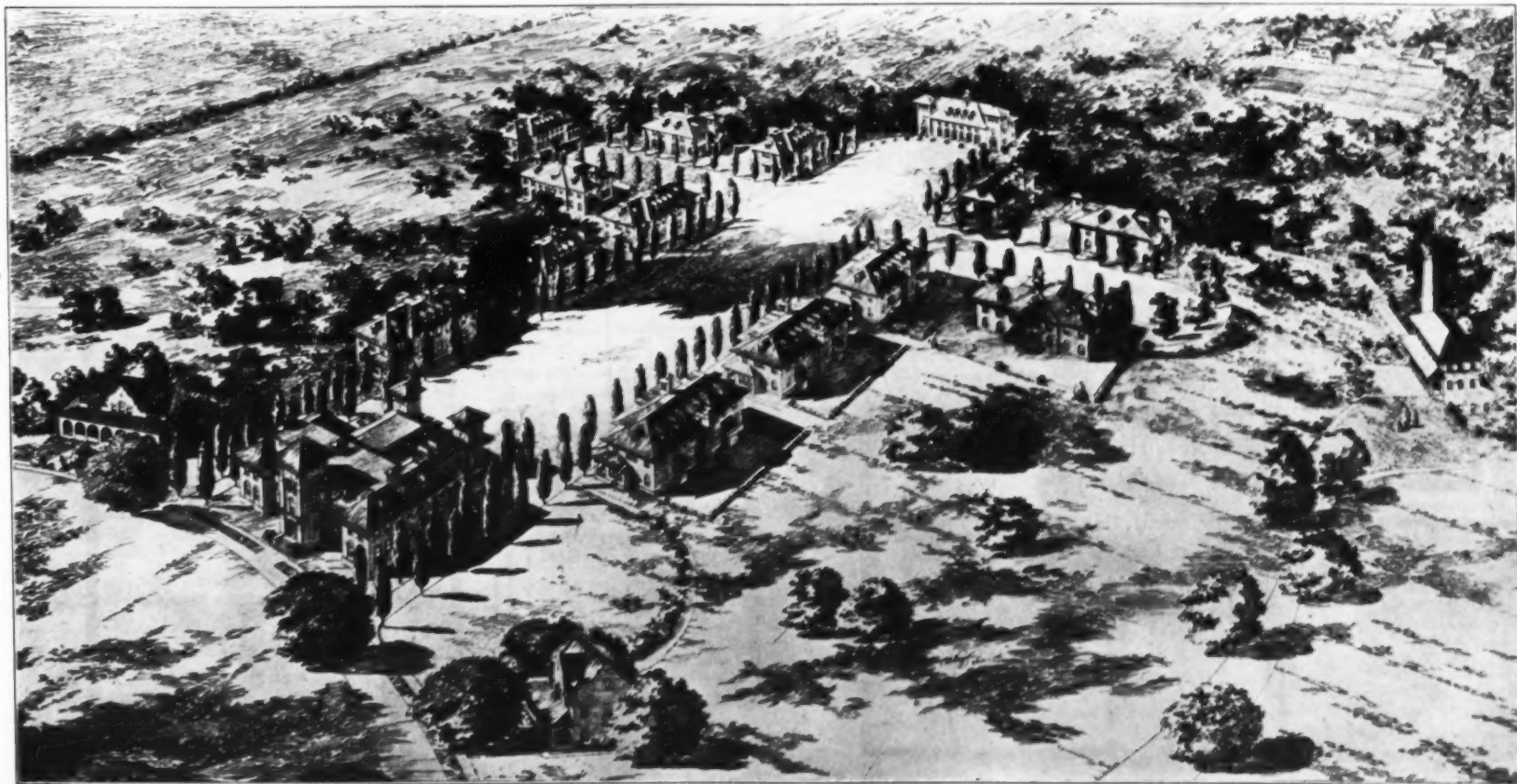
One of the most helpful movements in country districts of late years has consisted in consolidation, or in making one centrally placed building accommodate the children of many districts; the substitution of one building with several teachers for a large number of one teacher schools. It has been found more economical, much more educational, and far more satisfactory to do this in many sections of our country than to continue the old plan of the one teacher district school. The cost of transporting the children to and from school is more than repaid by the saving in teachers, the care of the buildings, the duplication of books, apparatus and equipment, and above all by the superior opportunities for better grading and specialized work on the part of the teachers.

City children have long had an advantage over country children in matters of grading and book tuition; but they have suffered for the lack of opportunity for play and that quiet, restful environment vouchsafed to most country schools. They have little or no knowledge of woods, the fields and the streams. They have heard possibly much of nature study, but know little of what it is, and less of what it is designed to do. They have been shut in without an enticing horizon stretching off in all directions into the open country. They are physical-

ly and spiritually near-sighted as a result, and withal ignorant almost beyond credence of the common facts of nature. They do not know whether potatoes grow in the ground or on trees; they do not know a bluejay from a robin, or a wheat field from a timothy meadow. They have never heard the decent, undegenerate birds sing nor even how still the world can be. They could not even dream that "Silence is the element in which great things fashion themselves." Their ear drums have been pounded night and day with the clatter and clang of the furious fuss of the multitudes, and their nerves continually wrought upon by myriads of distractions. But worst of all, they have had no opportunity to live the life of a child, taken up largely as nature has designed it should be, with the educative activity of play.

Playgrounds within cities are comparatively worthless, even those that have cost millions of dollars, for the simple fact that they are too small to accommodate the children and are usually inaccessible to those who need them most. If children get no opportunity to play during the school day, while they are associated with their fellows, few of them will ever get it; for when at home their time is often taken up with home duties, and properly so. No healthful school spirit can develop under such conditions and the best chance our boys have for real training in democracy is denied them.

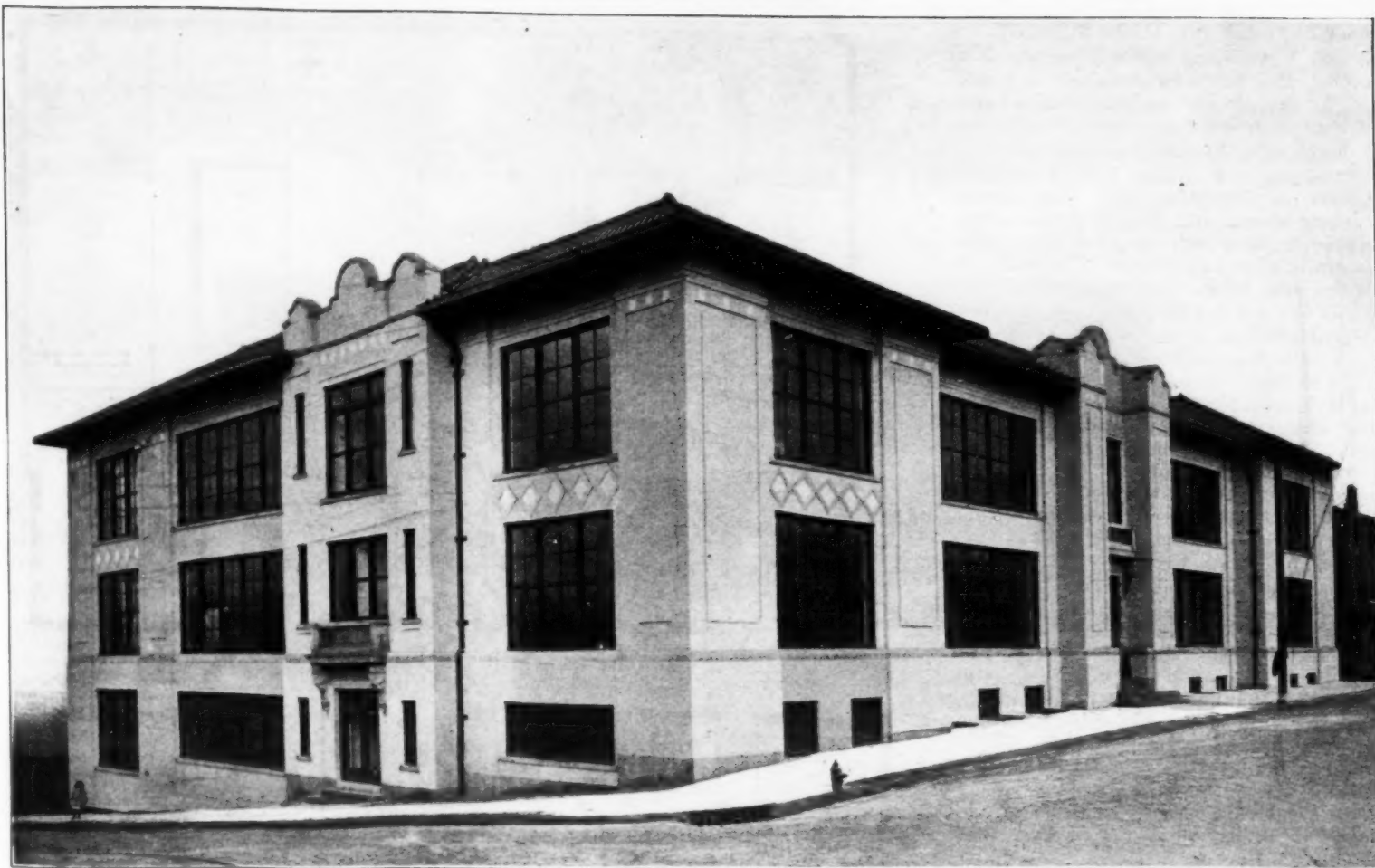
On the basis of these and many other facts which could be marshalled in its favor, I wish to propose this as a thesis: The next vital step for our city schools to take is to build their future school buildings in the country and give the children what they deserve, fresh, clean air, a broader horizon, contact with nature, quiet hours for study, and opportunity for wholesome sports. Can it be done? Suppose, instead of being obliged to purchase the half-blocks or whole blocks of high priced land in the city, a school board had the freedom to go into the country a reasonable distance and purchase a farm. They could do it and have money left.



THE NEW YORK CITY BOYS' TRUANT SCHOOL AT FLUSHING, L. I.

An almost ideal school-plant in the country that offers advantages for the truant which his better behaved brother does not enjoy.





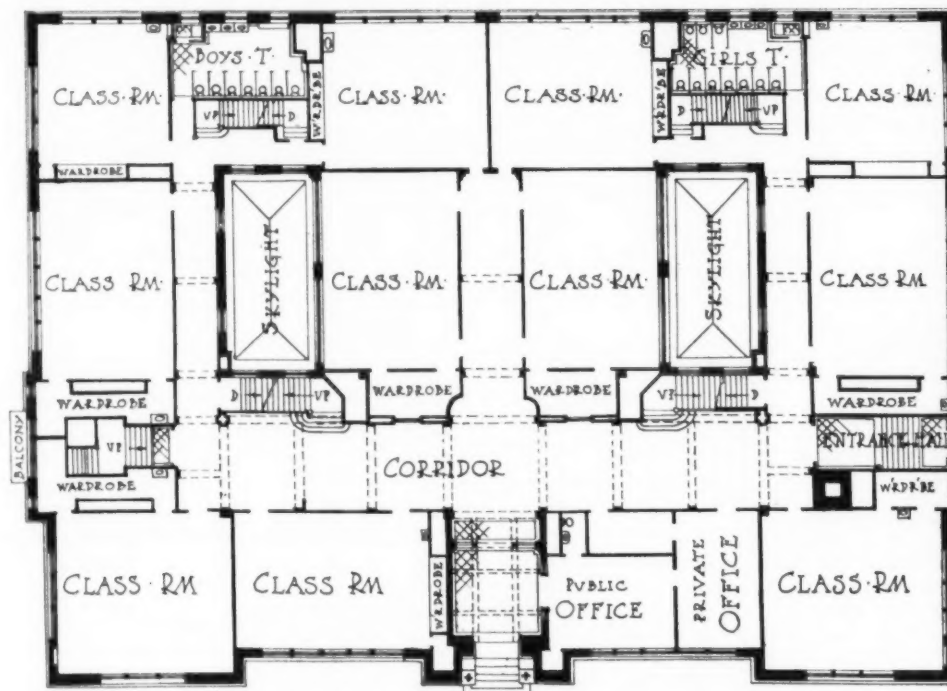
NEW HOMESTEAD HIGH SCHOOL, HOMESTEAD, PA.  
Mr. W. G. Eckles, Architect, Newcastle, Pa.

Upon this farm they could erect many school buildings at no more cost, and usually at less, than in the city. Buildings thoroughly fire-proof from within could be constructed and danger from fires practically eliminated. A central heating plant could be arranged for several buildings and much labor and fuel saved. Supervision would be easier and less expensive. Transfers could be made without friction. Medical inspection and hygienic care could be made more effective. The children would be under better control of the teachers and principals. The buildings could be better lighted and kept freer from dust and all the contaminations of city air. Best of all, there could be playgrounds enough for all, opportunities for nature study, agriculture, gardening and all that this implies. There could be animals for pets, birds, beetles and butterflies to study, trees to climb, and happy hunting grounds for the "Indians."

But would it be possible to transport the children safely, economically and regularly? It would not in such a city as New York; but in nearly all the other cities in our country it would be possible.

Elsewhere I have suggested that the children of the primary grade could be cared for within the city, for they need less room for their games, and are yet too immature to feel the need for the larger world. But I see no reason why even these, when accompanied by older children, could not be as safely cared for in transit to the country as they are when threading their way on foot through a crowded city. In these days of rapid transit, it is well within the reach of practical reason to say that the expense of transporting the children to and from school could easily be met by the saving in the cost of land, tall, heavy buildings in the city, high rates of insurance, and the cost of maintenance. Special cars, run on scheduled time, could be easily arranged for, and the pupils quickly gathered up at appointed places.

When our cities come under control of rational and economic government, and when those who are appointed to look after the edu-



FIRST FLOOR PLAN, HOMESTEAD HIGH SCHOOL

cational welfare of the children know what is needed and are given freedom to plan wisely, the school buildings for the accommodation of all the children above the primary grades will be placed outside the noise, dust and danger zone of the city. Here grouped around ball fields, parks and gardens, the schools could be more easily managed; the buildings could be properly orientated and so constructed as to insure the proper lighting of the schoolrooms; bath rooms and swimming pools would cost relatively less; special buildings for school clinics and medical inspection would be accessible to all; a general assembly and lecture room could be used alternately through the day by the various grades, while shops for manual training and special rooms for domestic science would be serviceable to much larger numbers.

Such a plan would afford relief in many un-

expected directions, and while it would introduce some difficulties, these would be in the nature of material obstacles, which are far easier to overcome than those which set barriers to spiritual and social progress. Several cities have already built schools on farms for their truants and delinquents. Why wait until the boys rebel and go wrong before giving them what their natures crave?

The Tacoma board of education has recently rescinded a former resolution committing itself to an open architectural competition for plans of two school buildings. Mr. Frederick Heath, regular architect of the board, has been authorized to draw up the plans and specifications for the schools, with a fee of \$6,500 in addition to his regular salary of \$2,500. It is estimated that the competition would have cost the schools \$30,000 in the fees charged by outside architects, or \$16,000 by local architects.



**HOMESTEAD, PA., HIGH SCHOOL.**

The new high school recently completed at Homestead, Pa., has been designed as a solution of the difficult problem of fitting a building of a given capacity to a small sloping site.

The building is of steel-frame construction, resting on concrete piling, and is fireproof throughout the greater portion. The exterior is extremely simple and depends for its pleasing character upon well designed proportions and carefully sloped roof lines. The walls are of vitrified gray brick, the roof is red tile and the trimmings are a gray sandstone.

The general shape of the building is that of a square with two courts affording light and air to the middle section. The basement is unexcavated except for the central part, which contains the gymnasium, locker rooms and showers. The ground floor, which is above the grade level at the rear of the building, contains the upper part of the gymnasium, the physical and chemical laboratories, space for the heating and ventilating apparatus and two classrooms.

The first floor contains eleven classrooms, with wardrobes and offices for the principal. The main floor of the auditorium is on a level with the second floor. It will seat 800 persons and has a completely equipped stage, with drop curtains, footlights and border lights. It is arranged not only to serve for assembly purposes for the high school, but may also be used for amateur theatricals, lectures and civic gatherings. The balcony is entered from the third floor, which is carried up only above the corridor and auditorium. The second floor contains eight classrooms and a small recitation room.

The interior finish of the building is of the most substantial and sanitary kind. All of the corridors are fireproof and are finished with tile floors. The stairways are of iron and are absolutely fireproof. The classrooms have hard maple floors, oak trim, and reversible sash.

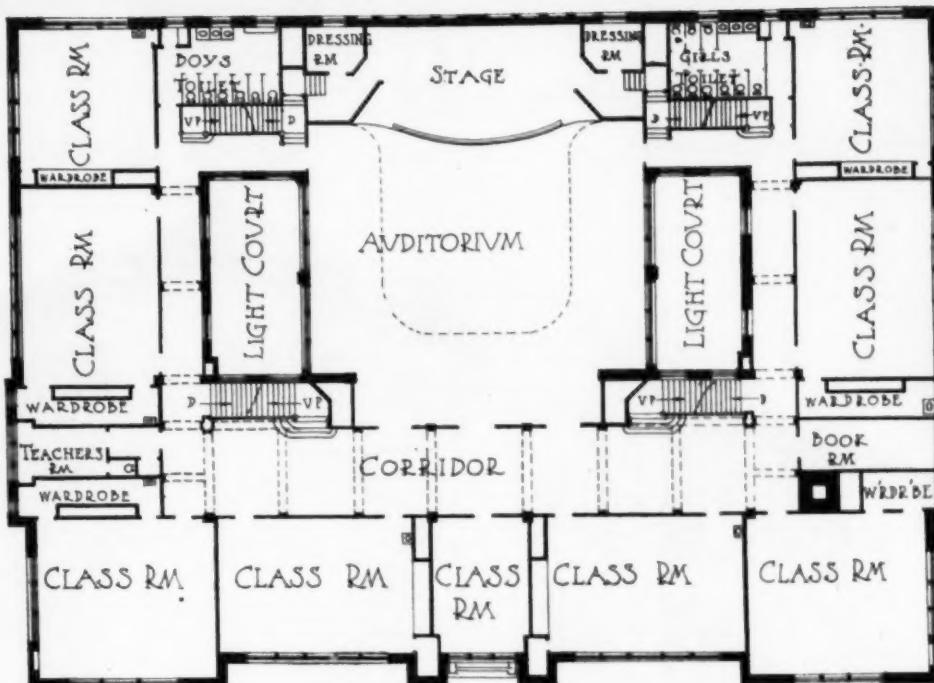
The sanitary equipment of the building includes a double fan mechanical system of steam heating and ventilation. Fans are used both to supply and exhaust the air, which passes through an air washer to remove dust and dirt and to properly humidify it. The toilet and bath fixtures are of the latest improved institutional type. The toilets are arranged in stacks and have tile floors.

The building is planned to accommodate 1,000 students engaged in general high school courses. It cost complete, without the furniture or movable equipment, \$125,000.

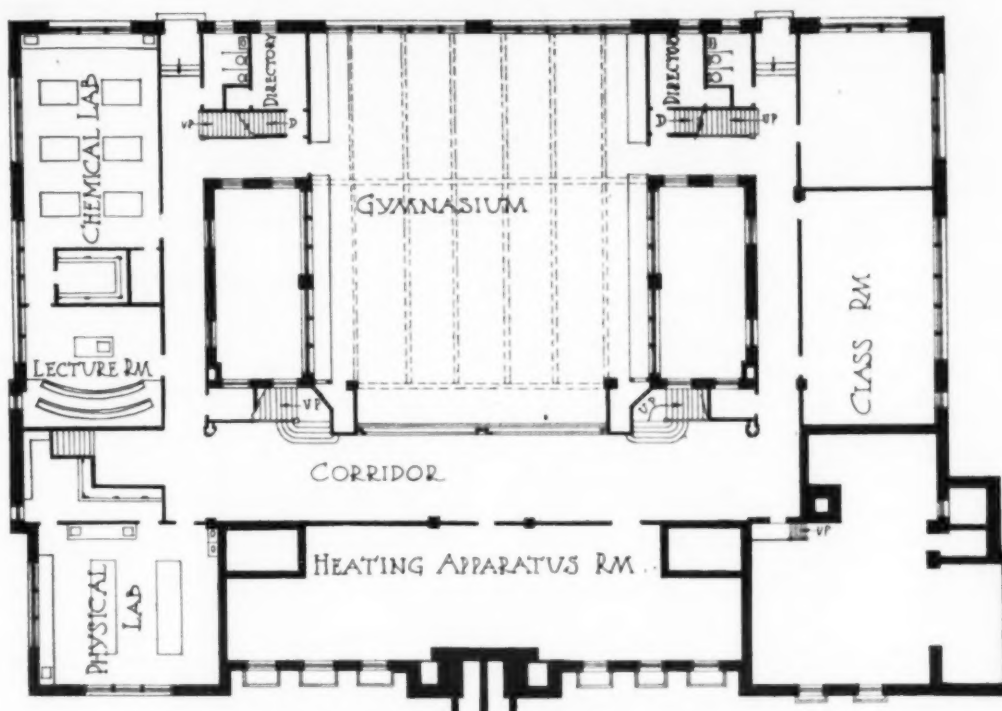
Cleveland, O. To prevent overdrafts on the school funds, a new check has been devised by Business Director Orr. It consists of semi-annual budgets into which all of the school moneys are divided. Each fund is subdivided according to the leading current and proposed expenditures which will be entailed and each of the departments must hold itself within the amount allotted to it. No appropriations will be passed by the school board unless the clerk certifies that there is enough money to cover the proposed expenditures.

The Omaha, Neb., school board has recently committed itself to a policy of strict economy for the fiscal year 1912. A report of the finance committee, presented at the February meeting, showed that the board began the year with a deficit of \$108,000, of which \$27,000 was a net cash shortage in the bond redemption fund. The latter must be replenished during the year to comply with the law and to prevent serious embarrassment. The situation, according to the local press, is due to laxity in the making up of the annual budget.

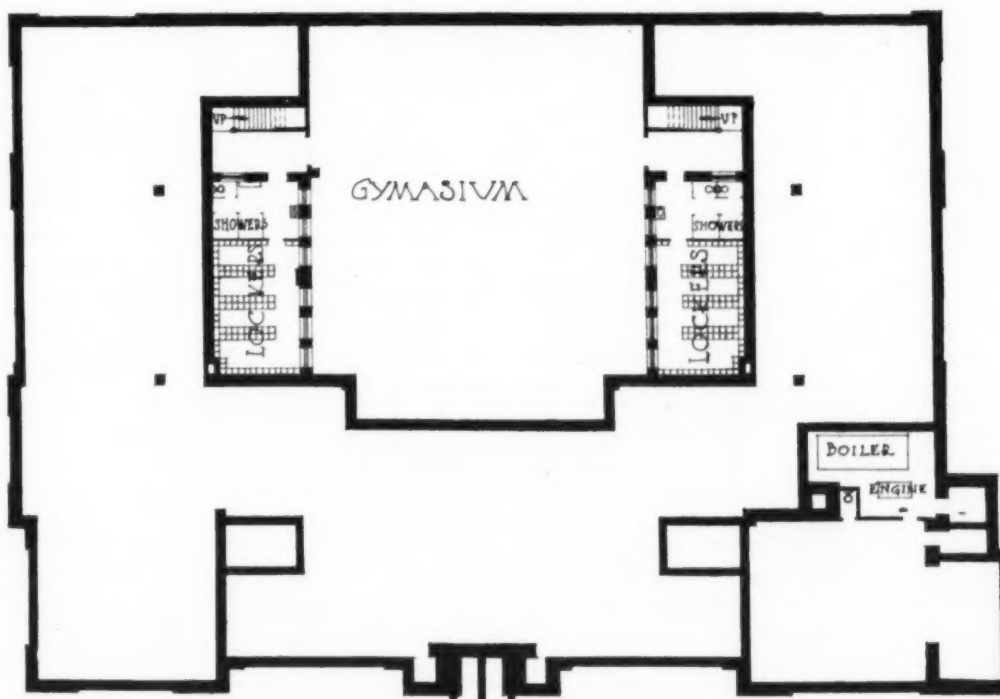
As a measure of economy the school board of West Pittston, Pa., has elected the teller of a local bank as its treasurer to serve without salary. The bank pays  $3\frac{1}{2}$  per cent. interest on monthly balances and supplies the necessary clerical help for keeping the treasurer's books. Bond is furnished by the bank to secure the moneys of the schools.



SECOND FLOOR PLAN, HOMESTEAD HIGH SCHOOL.



GROUND FLOOR PLAN, HOMESTEAD HIGH SCHOOL.



BASEMENT AND FOUNDATION PLAN, HOMESTEAD HIGH SCHOOL.





Kindergarten Games, Skips and Dances—22d District No. 1—Milwaukee, Wis.

## “The Victor in the schools” What does this mean to YOU?

**T**HE Victor is one of the few things that may be purchased as school equipment, that is useful in every grade, from the Kindergarten to the University, and delightful to every single child, in every class room.

Money invested in a Victor for a school will reach more children, give more service to all, do more to engender a fine school atmosphere, be of greater assistance in preserving discipline, give more real culture, more education in the development of the artistic sense, will reach for good and right ideals more hearts, than *three* times or *ten* times the amount invested in any other article of school equipment.

Nearly all apparatus purchased is useful and must be assigned to some one particular grade, and no matter how excellent for that particular purpose, is not of value elsewhere in the school.

Not so the VICTOR.

Its service is democratic, suited to every crack and cranny of school work—of **YOUR** school work. The Victor is now in successful use in more than two hundred cities in every part of the country. You need not go far to see them in daily use.

School Music Supervisors everywhere endorse the Victor and are keenly alive to the great impetus that is being given to music as a factor in education through the wider dissemination of real music among the children, by our splendid records. You may have any and all of the great artists to sing or play for **YOUR** pupils, any day in the year.

You may teach your rote songs in any grades, directly from the Victor School Records. You may have your children skip, sway, gallop, run, fly, dance, march, in perfect rhythm, accompanied by our full *Military Band*. They may sit with closed eyes and be transported straight to fairyland, while listening to our violin, flute, harp or light orchestra records, as played by the great artists, that 90% of the children may never otherwise hear—but the Victor brings it all straight into the hearts and lives of the children.

Do you know of anything better? Can you think of any single thing that approaches it in value to the schools?

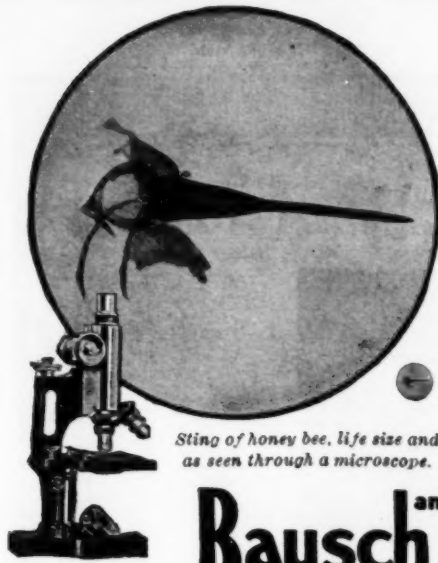
Any Victor Dealer will gladly send an instrument to **YOUR** school for a demonstration. Ask him **TODAY** and then **WRITE** to the Educational Department for information.

Public School Educational Department  
Victor Talking Machine Co., Camden, N. J.

# Victor







Sting of honey bee, life size and as seen through a microscope.

## Bausch and Lomb Microscopes

are found in most of the leading schools and colleges in the country. Our BH-2 is specially made for class work. It has a 7.5 x (1 1/2") eyepiece, 16mm (3/4") and 4mm (1/8") objectives, double dust-proof nosepiece and carrying case with lock and key. Magnifications—75 and 300 diameters.

Price \$31.50. Special discount to schools.

Write today for our new booklet on "School Equipment," and "A Manual of Elementary Microscopy." Address Dept. 10A.



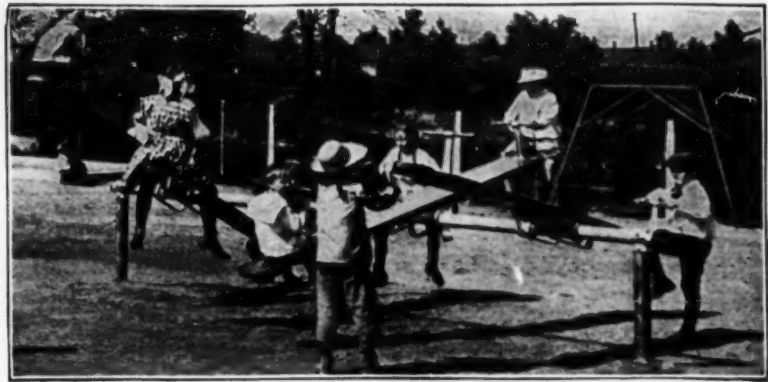
Our name, backed by over half a century of experience, is on all our products—Lenses, Microscopes, Field Glasses, Projection Apparatus, Engineering and other scientific instruments.

### Bausch & Lomb Optical Co.

NEW YORK WASHINGTON CHICAGO SAN FRANCISCO  
LONDON ROCHESTER, N.Y. FRANKFORT

## OCULAR Demonstration

is more convincing than verbal precept. Have you a microscope—the most valuable educational adjunct in Physiology, Zoology and Botany classes?



## Medart Playground Apparatus

is built entirely of galvanized steel, suitable for constant exposure and the severe use and abuse it is subjected to in the average Public Playground.

Our catalog Z is descriptive of a complete line of apparatus, and will be mailed free to anyone interested in Playground work. It should prove valuable for the information it contains and as a guide to the proper equipment of the Playground.

*You should not miss this Catalog*

### Fred Medart Manufacturing Company

De Kalb and President Streets ST. LOUIS, MO.



### PENNSYLVANIA SCHOOL BOARD CONVENTION.

That the new school code of Pennsylvania should be given a thorough trial and that its good and bad features should be carefully studied in their practical application to school work are the conclusions reached by the State School Directors' Association of the Keystone state at the convention in Harrisburg, February 1-2.

School board members from practically every county of the state were present at the meeting, which proved to be one of the largest and liveliest in the seventeen years that the association has existed. The leading paper of the first day's sessions was read by Dr. C. E. L. Keene, who urged that medical inspection be introduced in every school as demanded by the code. The interest of the day centered, however, in Mr. David Fortney's well-presented criticism of the new school laws. Numerous suggested changes were offered and referred to the committee on legislation for study during the coming year and action at the next convention. The consensus of opinion seemed to be that while the code was defective in many respects, its general effect was nothing but good. In the evening Dr. Samuel Hamilton, superintendent of schools at Braddock, lectured on "Stupid People" and the educational needs of the day.

The Friday session was devoted chiefly to rural school problems. Dr. W. G. Cleaver, of Cheltenham, spoke of the relations and duties of district school superintendents and boards of

directors, and John C. Dight, of Mars, urged attention to instruction in scientific farming.

The association passed resolutions favoring an amendment to the school laws granting graduates of city teachers' training schools professional certificates equal in value with the regular normal diplomas.

The officers elected were: President, J. Milton Lutz, Llanerch; vice presidents, F. D. Beary, Allentown; F. J. McGinty, Olyphant; W. T. Davis, McKeesport; recording secretary, Rev. E. S. Hassler, Grove City; corresponding secretary, W. M. Bowen, Chester; treasurer, J. W. Howarth, Glen Riddle; executive committee, J. C. Brown, Bloomsburg; H. A. Boyer, Harrisburg; J. Newton Rhoades, Reading; S. R. McClure, Braddock; Charles M. Magee, Easton.

Legislative Committee: H. M. Lessig, Pottstown; M. H. Henning, Williamsburg; C. L. Shaver, Somerset; T. G. McGee, Altoona; A. E. Bunaford, Wilkes-Barre; Dr. J. D. Orr, Leechburg.

Delegates to the National Convention: T. J. Jennings, Scranton; Franklin Smedley, Philadelphia.

Delegates to State Convention: Geo. E. Colvin, Warren; Rev. M. F. Schmidt, Schwenksville; W. H. McCrea, Newville. Alternates Thomas F. Harrison, Dunmore; Captain J. B. Keenan, Greensburg, and Thomas Sheridan, Pittston.

### SCHOOL BOARD NEWS.

The Philadelphia school authorities have undertaken a thorough revision of the system of reports now in use for compiling statistics. The number of blanks used in reporting facts and work done is being reduced and many of the useless and conflicting forms are being discarded. In general, the printed matter and stationery of all the school departments is being unified with an idea of securing economy. This reduction in red tape and waste is only one of the reforms which the board of superintendents, recently created by the new school

code, is inaugurating. The city has been divided into ten supervisory districts and all the administrative control of the schools has been centralized in the offices of the ten assistant superintendents. Attendance officers, medical inspectors, school nurses and special supervisors work from these offices as centers. Much useless routine and many time-consuming, long trips are being avoided under the arrangement.

The school board of Memphis, Tenn., has reorganized its system of receiving, storing, distributing and accounting for materials used in the schools. A complete check will be had in the future on every item delivered to the school buildings so that the cost may be accurately computed.

The mid-year graduating class of the Fort Dodge, Iowa, high school appeared at the distribution of diplomas in caps and gowns of a light gray color. The costumes were patterned after those used in colleges, except for the color of the cloth.

The Minneapolis school board has recently fixed the tuition of non-resident children who reside in the suburbs, and one of whose parents work in the city, at \$15 per year. The regular tuition for "foreign" pupils is \$25.

The Kansas City, Mo., school board has granted the use of a grade school building, the Sweitzer school, for neighborhood meetings under the direction of an experienced social worker.

The Boston school committee has unanimously re-elected Mr. David A. Ellis chairman, and Mr. George E. Brock treasurer.

Mr. Robert B. Cissel has been chosen president of the newly re-organized board of education at Elizabeth, N. J.

The Philadelphia board of education has been requested by Mayor Blankenburg to vacate the quarters which it occupies in the city hall. The municipal authorities are in need of additional office space and say that since



# All Schools Will Be Cleaned By Air

Thoughtful people have come to realize that there can be no such thing as sanitary, dustless cleanliness unless air-cleaning is employed. And nowhere is this perfect cleanliness so absolutely essential as in the school rooms.

Air-cleaning means health. Air-cleaning means economy. Air-cleaning is a modern necessity.

But great care should be taken in the choice of the machine. Suction at once powerful and uniform is the prime essential for perfect work. The centrifugal fan method insures this strong, even suction.



## The Invincible Electric Renovator

is the centrifugal fan machine. Years of success; thousands in daily use; sold on a guarantee. It has no pumps, no valves, no gears — that is — no wearing parts.

A booklet by Chas. R. Thurman, E. E.,—M. E., entitled "How To Buy A Vacuum Cleaner," explains the vital differences in air-cleaning machines. Don't purchase any cleaner until you have read it. Free on request, together with illustrated folder about the Invincible.

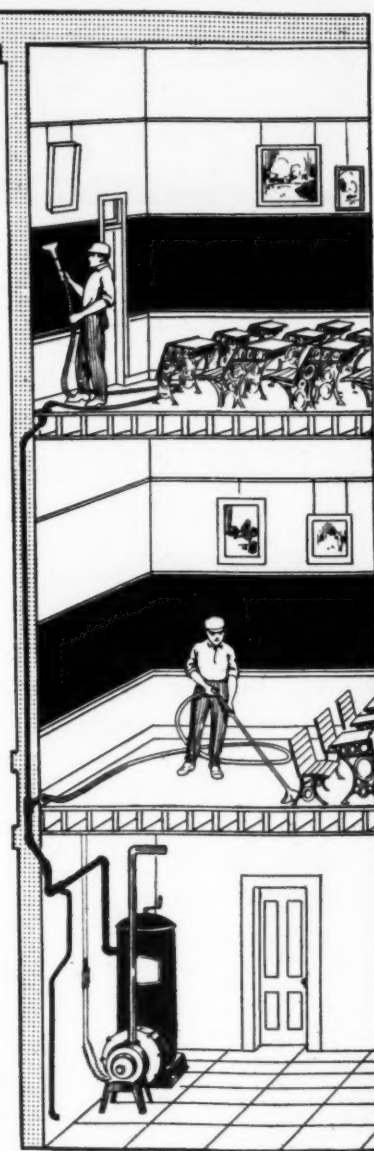
We want the opportunity to prove the practical superiority of The Invincible. May we demonstrate for you?

Invincible Stationary Plants and Invincible Portable Machines are made in all sizes.

ADDRESS DEPT. R

WRITE TODAY FOR FREE BOOKLETS

**Electric Renovator Mfg. Co.** 30 Amberson Ave. PITTSBURGH, PA.



the board of education is now a branch of the state government, rather than a city department, it should furnish its own administrative headquarters. The school authorities declare that none of the schoolhouses is available and that they will be unable to move until a suitable building can be put up.

Mr. Edgerton L. Winthrop, who during the past six years has been president of the New York board of education, has been re-elected recently in face of the opposition of Mayor Gaynor and other political leaders. The election of Mr. Winthrop has been favorably commented upon not only as a personal tribute but also as an emphatic protest against the interference of the city administration in school affairs.

The board of education of the city of Van Wert, Ohio, has a fund of \$25,000, the interest on which is used to buy books and clothes for poor children who attend the public schools. The money is loaned at 6 per cent and produces \$1,500 a year. The expenditure of this money is directed by a truant officer.

The late John H. Thiry's successor as leader in the school savings bank movement in the United States is Mrs. Sara Louisa Oberholtzer of Philadelphia, to whom Mr. Thiry bequeathed his collection of books and other literature dealing with this subject. Mrs. Oberholtzer is the head of the School Savings and Thrift department of the World's W. C. T. U., and has been ably co-operating with Mr. Thiry for years in spreading the doctrine of thrift and aiding in the establishment of the school savings banks. Mrs. Oberholtzer, in addition to her activities as a social worker, is a writer of considerable force and edits a monthly magazine called "Thrift Tidings."

Racine, Wis. The school board has employed a truant officer at a monthly salary of \$75. The man not only looks after the enforcement of the compulsory attendance law but also will take the annual school census

and perform such other work, not inconsistent with his office, as may be directed by the board.

The mid-year graduation exercises of the East St. Louis, Ill., high school, held recently, were distinguished by their democratic, simple character. The young men of the class appeared in dark clothes and the young women in plain white shirt waists and skirts. In place of an elaborate program, the school board provided an address by Attorney-General Wm. T. Stead on "Men Who Win."

The Des Moines, Iowa, school board is again being criticised for its excessive expenditures. The local press has reproduced figures taken from recent statistics showing that, during the past fiscal year, the schools cost more than in any other city of the same class and population in the country.

Duluth, Minn. By availing itself of the competition existing between insurance men

the school board has secured a reduction in the premium on the school property from an average of \$1.99 per \$100 to \$1.65 on a five-year basis. The total saving in premiums exceeds \$3,130. Another concession made to the board is the abolition of a night watchman in the Central High school by which a further saving of \$3,750 will be made.

The school committee of Shrewsbury, Mass., has arranged recently with the municipal light board to have the street lights turned on, as a no-school signal on stormy days. On days which the school committee deems too stormy for school to be in session, the street lights will be turned on at 7:45 a. m. and will continue to burn five minutes.

This departure was decided upon because in distant parts of the town a whistle signal cannot be heard. The street lighting can be seen by nearly every family.

The school board at Youngstown, Ohio, has established a "service fund" from which its members will be reimbursed for the necessary expenses they incur in attending to their duties. Under the Ohio school laws, school boards are allowed to levy the sum of five cents for each pupil enrolled in the schools, to cover the incidental expenses of members.

The Morrison, Ill., high school board passed a resolution, previous to the February graduation, fixing the cost of materials for graduating dresses for the senior class at \$3 and directing each of the young women to act as her own dressmaker. There were eleven girls in the graduating class, eight of whom are the daughters of prominent families in Morrison, and it was believed by the board that it would not be fair to the other three members to allow a lavish display of dresses to be shown on commencement night.

Scranton, Pa. The office of superintendent of buildings has been created. The new official has direct charge of the purchase and delivery of all school supplies, the award of con-



HARRY W. LEWIS, Esq.  
President, Board of Education  
Bethlehem, Pa.





Devoe Box No. 118 New Style enameled tray, decorated cover; 8 colors in new improved halfpans: Crimson, Gamboge, New Blue, New Green, Orange, Violet, Warm Gray; and one No. 7 brush.

**YOU** lay the foundation for good work by your pupils, when you supply them with Devoe School Water Colors, brushes, etc.; because true colors, of uniform quality—like Devoe—help to start right.

The box shown above is one of 30 different styles made by us expressly to meet the requirements of color study in the public schools; scientifically arranged, handsome in every way; very attractive to children.

It is better to be the makers of best art materials than the largest; we are both. Write us for special prices to schools and teachers.

## Devoe

171 W. Randolph St., Chicago

Fulton and William Streets  
New York

1214 Grand Avenue  
Kansas City

tracts for new buildings and repairs, the supervision of janitors.

The establishment of a vocational guidance bureau in the Philadelphia public schools is proposed by the Public Education Association.

Minneapolis, Minn. At the recent semi-annual promotions, Supt. C. M. Jordan reported that 2,397 pupils could not be advanced because of failure to complete satisfactorily the work of the preceding semester. To offset this, however, 1,381 pupils were enabled to skip a class. The severity of the winter weather which interfered with school attendance during the months of December and January was given as the direct cause for most of the failures.

The new Pittsburgh board of education has recently taken the first steps toward opening the schoolhouses for use as social centers. The Allegheny Playgrounds Association has been granted the privilege of holding neighborhood gatherings in two buildings and resolutions have been adopted by the board to permit entertainments and meetings in any schoolhouse.

San Francisco, Cal. The school board has recently amended its rule debarring married women from holding teaching positions by adding a clause that will make eligible wives whose husbands are wholly incapacitated.

The school committee of Bridgeport, Conn., has ruled that no voting contests be allowed in the schools, and that no prizes offered for such contests be accepted for use by the schools. The order of the committee was aimed at a scheme promoted by a local daily by which a library was to be given the school securing the largest number of coupons cut from the paper.

The Columbus, O., board of education has committed itself to a policy which will mean the employment of women as janitors' helpers in schools where three or more persons are engaged to clean. In the large schools much work is of a light nature and better suited for a woman to do.

An advisory committee on school architecture

has been appointed recently by the Oakland, Cal., board of education to assist in selecting plans for new schoolhouses and to recommend desirable features in arrangement and equipment, sanitation, lighting, heating and ventilation. The committee includes in addition to the supervising staff of the Oakland schools such experts as Prof. John Galen Howard, F. B. Dresslar, David Snedden and Leonard P. Ayres.

A resolution has been introduced in the Buffalo board of aldermen and referred to committee providing an increase in the salary of the superintendent of education from \$5,000 to \$7,500 a year. It was stated that Buffalo pays the occupant of this office less than any other city of the same size.

The Baltimore school board has recently abolished the "group principal plan" of super-

vising the elementary schools and has reduced the incumbents of the office to teachers. The nineteen group principals affected received \$2,000 per year each. It is proposed by the board to create three or four assistant superintendents and to reorganize the entire system of supervision.

Cigaret smokers will not be graduated from the high school of Stoughton, Wis., according to a new rule adopted by the school board.

La Salle, Ill. Manual training has been extended to the grades.

The school committee of Pittsfield, Mass., has recently increased the salaries of the janitors in its employ. The minimum wage will in the future be \$520 for a four-room building and the maximum, \$1,000 for a sixteen-room schoolhouse.

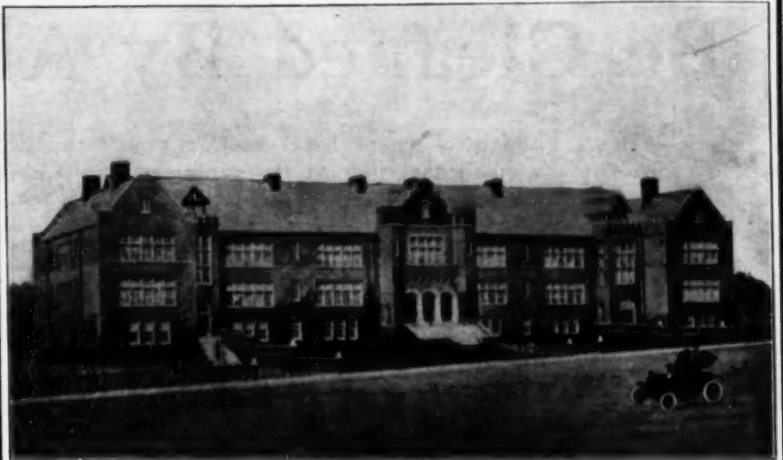
The Milwaukee board of school directors has set aside five hundred dollars for the establishment of a school board library.

Lewiston, Me. The school board has recently voted not to permit the secret student organizations in the high school to continue.

The Fitchburg school board last month voted to raise the salaries of the teachers in the public schools in the grades below the high school, from \$680 to \$720 a year. The board decided to pay the maximum salary of \$720 to only those teachers who have been in the service for eight years. To encourage advanced professional study the board added the following paragraph to the salary schedule:

"A two years' course of study at a Massachusetts state normal school, with a diploma therefrom, shall be regarded as an equivalent for two years' service in teaching, in accordance with the schedule, and each full year's attendance at such school subsequent to the completion of the regular two years' course of study, or a full year's service in teaching under the direction of the teachers of said school, shall be regarded, in computing the compensation, as equivalent to a year's experience in a public school."

## While at Saint Louis--



you saw our installations in the Teachers' College, Hempstead, Lafayette, Washington, Froebel, Benton, Franz Sigel, and Elleardsville schools.

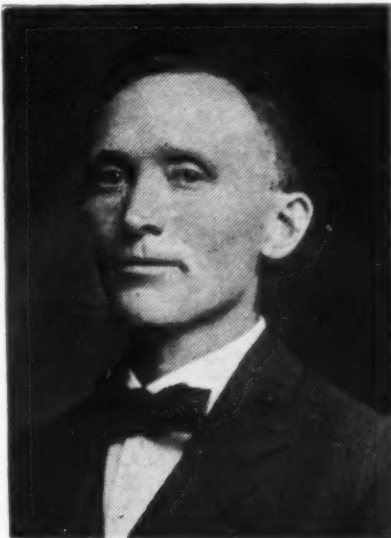
All of these installations are operating on storage batteries, according to up-to-date methods. We recommend your inspection.

Write us for information and catalogs of program clocks and time schedules to meet any and all conditions.

### Fred Frick Clock Co. WAYNESBORO, PA.

R. W. PALTRIDGE & CO.  
112 N. La Salle Street, Chicago.

C. E. COOK ELEC. CO.  
296 North Avenue, Los Angeles, Cal.



MR. JOHN J. SCHAEFER,  
President, Board of Education  
Gallon, Ohio





## Competitive Test Proves the Supremacy of the TUEC STATIONARY Air Cleaning System

Consulting Engineers of the School Board of Detroit gave it the highest score—97.6 per cent.—in examination of leading stationary systems. Its nearest competitor scored 85.5 per cent.

The TUEC was declared to be the system of highest efficiency, greatest simplicity, durability, silence, capacity and economy of money, labor and floor space.

This award is reflected in the selection of the TUEC System for schools the country over. Among them the following:

Union Free School	Jamestown, N. Y.	Webster School	Cincinnati, Ohio
Second Ward School	Delaware, Ohio	Highland Park School	Detroit, Mich.
East 8th Street School	Canton, Ohio	Holy Rosary School	Pittsburg, Pa.
Public School	Holly Beach, N. J.	Public School	Des Moines, Ia.
High School	Delaware, Ohio	Girton School	Winnetka, Ill.
Jamestown Business College	Jamestown, N. Y.	Drummer Township High School	Gibson City, Ill.
Larimer School	Pittsburg, Pa.	Public School	Youngstown, Ohio
Chatham School	Chatham, N. J.	Thorp High School	Scranton, Pa.
Dunmore High School	Dunmore, Pa.	Public School	Ottawa, Kas.
Dravesburg School	Dravesburg, Pa.	Public School	Arkansas City, Kas.
Public School	Appleton, Wis.	Public School	St. Louis, Mo.
Public School	McPherson, Kas.	Public School	Southport, Ind.
St. Lawrence Parochial School	Milwaukee, Wis.	High School	Mountain Iron, Minn.
Harvey School	Massillon, Ohio	High School	

The TUEC can be installed in any building, old or new. There are sizes and types to meet all requirements. No matter what the conditions, there is a TUEC System to satisfy you and do the work best in your school. Let us tell you all about it.

*Write for booklet and letters from TUEC-equipped  
buildings in all parts of the country*

### The United Electric Company

7 Hurford Street

TUEC Companies in all large Cities

Canton, Ohio

#### SCHOOL LAW.

School warrants issued by school boards in the state of Illinois in anticipation of taxes, are not interest bearing, according to a ruling made by Attorney-General Stead. The opinion sustains the holding of State Superintendent Blair, and will break up a practice followed in some districts, by which banks profit through the failure of school officers to make adequate appropriations for the needs of schools.

"The school act of 1909," says the opinion, "is a revision of the law on the subject of the issuance of anticipation warrants by school officers and provides a new and different scheme than formerly existed on that subject. The revision clearly and unmistakably evinces an intention that anticipatory warrants issued by school directors shall not draw interest."

The right of pupils of parochial schools, under the new Pennsylvania school code, to attend the manual training or domestic science classes of public schools, is being tested in Altoona where the school authorities have refused to admit the son of a local citizen to the manual training department. The court has been asked to pass upon the constitutionality of the new code which distinctly permits the admission of pupils from private schools. The school authorities hold that to accept the boy will be tantamount to supporting a private school, that the manual training shops are but a part of the regular curriculum which every public-school pupil is required to take, and that if the boy wants to attend the school he must take the entire course and be subject to its rules and regulations. The plaintiffs claim that by reason of attendance at a private school the boy is exempted from the rules of the schools and may elect a single branch if he so desires.

Attorney-General Thomas M. Honan of Indiana has recently ruled that the anti-fraternity law of that state applies to all secret organizations formed by high-school students,

whether the membership is maintained within or outside the school. School authorities may suspend or expel pupils who persist in maintaining their memberships in the organizations.

The school board of San Francisco has been upheld in its enforcement of the California laws prohibiting secret student organizations in public high schools. By a recent decision of the Appellate Court of the First district, the anti-fraternity law of 1909 is held to be valid and constitutional and the suit brought by Doris Bradford against the board of education is dismissed. The opinion of the court is interesting since it outlines principles which would seem to apply generally. The court says:

"The act of 1909 to prevent the formation and prohibit the existence of secret, oath-bound fraternities of public schools of this state is general in its character, and not special, and does not contravene the provisions of section 21 of article I of the constitution, providing that no citizen or class of citizens shall be granted privileges or immunities which upon the same terms shall not be granted to all citizens, or that part of section 25, article 4, providing that the legislature shall not pass local or special laws 'granting to any corporation, association or individual any special, or exclusive right, privilege or immunity.'"

"The fact that the application of the act is limited to pupils in the elementary and secondary schools of the state, and that it excepts certain fraternal societies 'not directly associated with the public schools of the state' does not constitute a contravention of such constitutional provisions.

"A law applying to all citizens of a particular class does violate the provisions of section 21 of article I of the constitution, if the class is not one founded on some natural, intrinsic, or constitutional distinction, differentiating its members from the general body from which the class is selected.

"The fact that the title of such act states it to be an act to prohibit the formation and existence of 'secret, oath-bound fraternities in the public schools,' while the body thereof forbids the formation and existence of 'secret fraternities, sororities, and clubs,' does not render the act void for non-conformance with section 24 of article 4 of the constitution providing that 'every act shall embrace but one subject, which shall be expressed in its title.'"

"The word 'fraternities' includes organizations of both sexes, sororities and clubs.

"Such act is not repugnant to the fourteenth amendment to the federal constitution because it deprives a citizen of the right to attend a public school of the state.

"The rights and privileges granted to citizens which depend solely upon the laws of a state are not within the inhibition of the fourteenth amendment of the federal constitution.

"The system of public schools of this state is a state institution, and is subject to the exclusive control of the constitutional authorities of the state."

The Kentucky Court of Appeals has decided that no money, raised in the state by a school tax levy, can be expended in hauling the children to school. The decision was rendered in a case appealed from Mason county, involving the transportation of pupils of the Mayslick district school. The original suit was brought by some twenty taxpayers of Mayslick who objected to the wagon system.

The Appellate Court says the present school laws do not authorize the expenditure of money, raised for school purposes, in the buying or maintaining of wagons. The opinion goes on to say: "We do not hold that the legislature may not provide for the levying of a tax for this purpose; we only hold that it has not done so." The decision dispels the doubt as to whether the transportation of children has been legal and gives opportunity for the enactment of a law which will permit the carrying of pupils.



## Book Reviews

### Productive Farming.

By Kary C. Davis, New Jersey College of Agriculture. 347 pages. J. B. Lippincott Co., Philadelphia.

Farming is one matter, productive farming is quite another. The end and aim of each of the twenty-four chapters in this book is to impart definite information, to train the judgment, to increase ability to farm well and productively. The chapters are short rather than long; yet, in each one are good, hard facts, several exercises, review questions. Every sentence has a point. In the first part one is taken from the physiology of plants to the formation and treatment of soils, to the different cereal and fruit crops. The chapters on gardening and the principles of forestry are of more than ordinary interest. The improvement and care of animals that are or may be on a farm takes up most of the second part. Many illustrations enhance the working value of the context. So varied and useful are the contents of the appendixes they almost form a climax to the main body of the work.

It is suggested to teachers that the principal industry may be made a specialty. The use of farmers' bulletins, school exhibits of the results of the home school gardens, are also recommended. Thus a liking for tilling the soil will be fostered. Pupils will come into a realization that here brains count for quite as much as brawn. Instead of being operatives or middlemen, they will gladly become producers.

### Pitman's Commercial Spanish Grammar.

By C. A. Toledano, 249 pages. Price, \$1. Isaac Pitman & Sons, New York.

The author of this book has brought to bear, in the preparation of this grammar, the experience of twenty-five years' teaching of Spanish to classes in Manchester University and other public institutions in England. It is concise in treatment, but very nicely attains comprehensiveness by an appendix that contains all rules and exceptions for which the student will have but rare need. All of the illustrations and exercises are commercial in character or contain words likely to be used in industrial rather than literary language. The conjugations of verbs are compiled in an original and quite novel plan and should greatly facilitate the mastery of irregular Spanish verbs. The book is quite up to the high standards set by the Pitmans for their series of commercial grammars. Its only fault, if fault it may be termed, is the preponderance of British translations for the Spanish business terms and the absence of many idiomatic American expressions.

### English for New Americans.

By W. S. Field, Boston, Mass., and Mary E. Coveney, Boston, Mass. Cloth, 338 pages. Price, \$0.60. Silver, Burdett & Co., New York.

One of the serious problems confronting the managers of large industrial plants today is the fact that they are forced to employ newly arrived immigrant labor. These employees are not only ignorant of the English language, but they represent so many different nationalities, and speak so many different languages that it is very difficult for foremen to direct them in their work. What has long been needed in the evening schools and continuation schools, which these foreigners usually attend, in order to fit themselves to do better work, is a book which would be perfectly intelligible to classes composed of various nationalities. This has been achieved in "English for New Americans" by two leaders in evening-school work in Boston. The complete vocabulary of the book is reproduced in ten languages, Armenian, Lithuanian, Swedish, Polish, Italian, Yiddish, Russian, Spanish, Syrian and Greek.

Every word, when first introduced, is illustrated by a picture and is repeated until the pupil knows it thoroughly. This repetition is one of the most valuable features of the book. A serious fault of many books for non-English-speaking pupils is that they force the pupil to go ahead too rapidly; in this book there is constant and continuous drill on the words and simple sentence forms until the pupil has thoroughly mastered each step. The difficulties of the language are presented so gradually that the beginner is not discouraged; little by little, he learns how to ask questions, how to read and write sentences that deal with the practical, every-day things of his work and life.

The average immigrant, who knows how to read in his own language, ought to be able to gain

## Has your School a WEBSTER'S NEW INTERNATIONAL DICTIONARY - THE MERRIAM WEBSTER?

CONSIDER how much accurate information your scholars will gain by having readily accessible this "Library in a Single Volume." It is a NEW CREATION containing in concise form just those facts that you so often seek. It answers with final authority all kinds of questions in Language, History, Fiction, Geography, Biography, Mythology, Etc. You will be surprised to know that the type matter is equivalent to a 15 volume encyclopedia.

400,000 WORDS DEFINED. 2700 PAGES. 6000

ILLUSTRATIONS. A striking feature is the new divided page, — a "Stroke of Genius."

WHY not at once make a requisition for the NEW INTERNATIONAL - THE MERRIAM WEBSTER?

Direct that your scholars use constantly the new book to answer their numerous questions. The result will save much of your time and also stimulate the dictionary habit.

WRITE for specimen pages, illustrations, etc. Mention this publication and receive FREE a set of pocket maps.

G. & C. MERRIAM COMPANY, Springfield, Mass.



from this book in a few weeks' time an extremely helpful knowledge of the language of his new country. In the hands of a teacher the book will prove to be almost a miracle-worker.

### The Individual in the Making.

By E. A. Kirkpatrick, 307 pages. Price, \$1.25. Houghton Mifflin Co., Boston.

The author attempts to trace the development of a child's mind as a whole through various stages instead of discussing separately the various instincts and other phases of child-life. The work is divided into General Principles of Subjective Development, Stages of Development and Relation of Stages of Development to Education. There are many things in this book that will be of interest to the growing number of those who are taking up the study of child-life.

### Stories and Story-Telling.

By Angela M. Keyes, Brooklyn Training School for Teachers, 286 pages. D. Appleton & Co., New York.

This "Stories and Story Telling" is a delight to the reviewer and it will prove so to many a teacher and to many a mother when the five o'clock story-hour arrives. Modern home conditions as well as business conditions have unfortunately ousted the story and the story-telling from our lives. Such a book as this will do much to restore that pleasant period of the day in many a home, for here are a great many fine tales well worth the telling to children. Teachers will welcome this volume, and it is certain the pupils will revel in its contents, especially if the teacher is a good reader, or has the gift of story-telling—a somewhat rare accomplishment.

### The Story of Cotton.

By E. C. Brooks, Trinity College, Durham, N. C., 368 pages. Price, \$0.75. Rand, McNally & Co., Chicago, New York.

The Story of Cotton will interest in an especial manner the children of the cotton growing states, but it ought to be of rich value to people of more northern climes. Used as a supplementary reader it will be found full of life, color and fact and of strongest interest, not only to the juvenile mind but to grown people as well. The book shows in an interesting way the manufacturing side of the industry. The nature and varieties of the cotton plant are discussed; its habits and culture and on the pictorial side of the book the teacher will find a fund of information for the classroom. The final chapter on the by-products of cotton is alive with information.

### The Theory and Practice of Technical Writing.

By Samuel Chandler Earle, Engineering School, Tufts College, \$1.25, net. The Macmillan Co., New York.

This is the only book with which the reviewer is acquainted that handles the subject of English rhetoric and composition from the standpoint of physical science. There are illustrations of various machines, of transits, and mathematical apparatus which the student is taught to describe correctly, clearly and elegantly; specimens of good and faulty work are given, and in the Appendix, we find extracts from "The Electrical World," "Engineering News," from scientific textbooks and from merchants' catalogues—all of which forms a

body of material which looks curiously strange and unfamiliar in a textbook of English composition. The need of such a book however, is very great, and our teachers of English in engineering schools will be deeply grateful to the author, for nothing else covers the same ground even partially.

### Fundamental Facts for the Teacher.

By Elmer B. Bryan, Colgate University, Cloth 111 pages. Price \$1. Silver, Burdett & Co., New York City.

The author says in the preface of this book, somewhat vaguely, that the end of all human activities is life, and that this end can be attained through no hook or crook process or by-process, but only in the process of real living. With all due respect to the eminent writer we are under the impression that his materialistic conception of the formation of character is insufficient for the real formation of what we call character. The author, in his chapter on "Choice and Character" claims that choice is a matter of classification. We disagree. All the choice (classified or otherwise) in the world will not make the human will choose the right and eschew the wrong without the aid of the supernatural, or religious motive behind it. Purely ethical training—merely materialistic training, has never yet—and never will—form character in the correct interpretation of the word. The element of the supernatural is a *sine qua non*.

### Elementary Arithmetic.

By Bruce M. Watson, Spokane, Wash., and Charles E. White, Syracuse, N. Y. 308 pages, 35 cents.

### Complete Arithmetic.

By Bruce M. Watson and Charles E. White, 404 pages, 60 cents. D. C. Heath & Co., Boston.

The two arithmetics here considered seem to be well adapted to their purpose. All the useful devices, such as blanks, spaces, diagrams, unfinished sentences, graphic illustrations are employed, especially in the first volume. The problems are very well graded and present constant variations, so that the student has to think, instead of guessing or remembering rules. Oral exercises are mentioned by the authors as a chief feature and they have arrived at developing the greatest possible fluency in using arithmetical process.

### A Brief Course in the Teaching Process.

By George D. Strayer, Teachers' College, Columbia University, 311 pages. Price, \$1.25, net. The Macmillan Co., New York.

The author has endeavored to furnish a practical compendium of all that is most helpful and interesting to the enthusiastic teacher. Technical language is avoided, and concrete examples are brought in to illustrate the thought at all points. After three chapters on fundamentals we have a detailed treatment of drill lessons, inductive and deductive lessons, study lessons, reviews and examinations, recitations, the art of questioning, and class management, lesson plans with many specimens, and finally three chapters on the teacher as such. Each chapter ends with a collection of questions that bear on the subject matter and not a few of them will stimulate the reader to some deeper thinking than usual. Much profit will result from a careful perusal of this book. It is interestingly written by a man who knows what he is talking about.



# The Horace Mann Readers

*A new series of basal readers, shaped by the controlling idea that thought must lead, but that the mechanics of reading must not be neglected*

A Manual is in process of publication. Advance sheets of the Primer portion, "Daily Lesson Plans," have already been issued. The remainder will follow shortly.

The title, "Daily Lesson Plans," is perfectly descriptive. Every step of each day's lesson is definitely laid out and explained,—a feature which is new in reader manuals, and one which should appeal to busy teachers, department heads, and principals. Under the several headings of "Word and Thought Development," "Reading from the Blackboard," "Dramatization," "Ear Training," "Labeling," "Word Problems," "Phonics," "Games," "Seat Work," etc., the directions given are so definite, so practical, and so complete, that comparatively inexperienced teachers should be able to follow them successfully with a minimum of guidance.

Special attention is invited to the application of the "Problem Method" to phonics. Teachers now using this method with the Horace Mann Primer are reporting remarkable results.

The "Daily Lesson Plans" refer to the Horace Mann Primer, revised edition.

**Primer, 30 cents. First Reader, 32 cents. Second Reader, 40 cents. Third Reader, 48 cents. Fourth Reader, 55 cents. Others to Follow in Due Course.**

## WOODBURN AND MORAN'S Elementary American History and Government

A new American history. It correlates civics with history and emphasizes the history of social and industrial progress. Especially strong in teaching patriotism and good citizenship. Many new illustrations. All illustrations and maps have positive teaching value, \$1.00.

## Longmans' English Lessons

A beginner's preparatory book to Longmans' English Grammar. How to lead children to a free but correct use of English is the aim of this book. 40 cents.

## Alexander's Spelling Book

Either Edition Syllabicated	Complete, 192 pages, illustrated, 25 cents	Either Edition Not Syllabicated
	Part I, for grades 1 to 4 . . . 14 cents	
	Part II, for grades 5 to 8 . . . 18 cents	

Adopted for use in the Public Schools in

New York City	Boston, Mass.	Toledo, Ohio	Rochester, N. Y.
Duluth, Minn.	Detroit, Mich.	New Haven, Conn.	Chelsea, Mass.
Syracuse, N. Y.	Madison, Wis.	Erie, Penn.	Auburn, Me.
Newark, N. J.	Mansfield, Ohio	Clinton, Ia., Etc.	

## Longmans' English Grammar

Approaches each step through exercises and illustrations, of which there are so many that teachers will always find ample material in this text book. 65 cents.

BOSTON  
120 BOYLSTON ST.

**LONGMANS, GREEN, & CO., Publishers**  
Fourth Avenue and Thirtieth Street, New York

CHICAGO  
323 EAST 23rd ST.

### Selections for Memorizing.

Books I, II and III, by Avery W. Skinner, education department of New York state, 131 pages. Price, \$0.70, complete. Silver, Burdett & Co., New York.

The poems in "Selections for Memorizing" are those required for the first eight years of elementary schools in the state of New York. The collection is usually published in a three-book series. Book one contains poems for memorizing. Book two contains poems for memorizing, also history poems. Book three contains poems for memorizing, history poems and poems for appreciative reading. Thus three times in their course children have the pleasure of beginning a new book, full of unknown delights.

As one slowly turns these carefully edited pages the wide range and fine quality of these selections becomes apparent. The heart is stirred while reading poems, the friends of years; the mind and taste are attracted by other poems, comparative strangers. The query comes up, "Why spend so much time upon what is fleeting in newspapers and magazines, when the fine gold of literature is at hand?" Periodicals must be read, but should be read with judgment. The art of skipping may be practiced to advantage. The editor has wisely said, "Facts and figures may pass away, but the splendid imagery of the poet, the great thoughts of great men, will do much toward the molding of character and the formation of taste."

### Industrial Studies of the United States.

By Nellie B. Allen, State Normal School, Fitchburg, Mass. 12mo, cloth, 335 pages, \$0.65. Ginn & Co., Boston.

The subject-matter and style of these studies will interest and instruct children, will stimulate mature men and women. The opening chapters deal with physical conditions determining the character of productions in the United States. Its position, surface, coast line, climate, drainage, soil are favorable to many important industries. The chapter on waterways and railroads is simply fascinating. One is reminded of a dictum of J. J. Hill that freight for both ways settles the termini of a railroad. The use of these important natural and artificial means of transportation has made continents neighbors. It is not unusual for a steamer at the port of Los Angeles to dump

upon its wharf boxes of canned corn from Maine, bales of hemp from Manila.

An idea of the general plan of these studies, may perhaps be gained from a rough analysis of one industry. Fairbell ranch, the greatest cattle ranch in the world, the semi-annual round-up, branding, increasing use of alfalfa, great stock-yards, per capita meat consumption, meat exports, valuable by-products, are main points under cattle and beef raising. At the end of each chapter are topics for study. Here are a few from those on this subject. "Color a map showing the grazing areas. Locate cities connected with the cattle industry. Find the railroads over which cattle are shipped to these cities from the ranches. Name the railroads by which beef is distributed. In an outline or hectographed map, locate the shoe cities. Trace the railroads by which the raw material may be taken to Milwaukee for tanning, and thence carried to cities for manufacturing into shoes."

Tolerably searching questions. Handwork is suggested. In this connection the use of hectographed outlines, cut-up-maps, railroad guides and other material is strongly recommended.

One hundred and twenty-five illustrations enrich the text. If all are as accurate as those on lumbering, they leave little to be desired.

### Shakespeare's King Henry the Fifth.

Edited by Edgar C. Morris, Syracuse University. Cloth, 136 pages. Price, \$0.30. Silver, Burdett & Co., New York.

In giving the minimum instead of the maximum of comment and criticism the editor has had the courage of his convictions. He does, however, name five books—a modest list—which should be found in every school library to aid in the study of Shakespeare's plays. Some quaint and several rare illustrations must not only add to the student's appreciation of the text, but they also have a distinct historical value.

The direction to read the play first merely for the story, then to reread it more carefully for a better appreciation of the play as well as for a clearer understanding of the text would have met with approval from the late Richard Grant White. No one more thoroughly believed that the best possible way of studying Shakespeare was by studying the plays themselves.

### Primary Speller.

By Edwin S. Richards. Cloth, 130 pages. Price, \$0.25. D. C. Heath & Co., Boston.

"Word Methods" have not stood the test of time. Spelling is coming into its own again. It is not exactly the old-fashioned spelling. Then one always spelled the letters by their names and struggled, through thick and thin, with the words as they stood in the long columns. If the pronunciation were often individual, was it surprising?

This spelling book, containing work for four years, is based upon the phonetic method. It is claimed that we hardly realize how large a percentage of English words are spelled phonetically. The exceptions, the unphonetic words, are slowly introduced in groups. The aim of the book is not only to enable pupils to become good spellers, but also to give them the power to pronounce words readily and accurately. To gain these ends it is insisted that pupils should be trained to see the component parts of the word in detail and to hear accurately each sound uttered in its pronunciation. If the material provided be used according to directions, it would seem that there is reasonable ground that these ends may be gained.

### The Seven Champions of Christendom.

By Agnes R. Matthews. Cloth, 161 pages. Price, \$0.45. Ginn & Co., Boston.

This version of "The Seven Champions of Christendom" is founded upon an old English romance that appeared in Shakespeare's time. The valiant deeds of service performed by the seven champions and the sons of St. George are here delightfully told. Illustrations by Edmund F. Garrett show knights in armor attacking giants, huge dragons, high-walled turreted castles. How much the present owes to these interpreters of the sagas and romances of the past. This study of noble lives must inspire high ideals of self-sacrifice, honor, moral obligation. The author may feel sure that this book of tales she offers will help "our boys and girls to become knights and ladies of the time to come."

### High School English.

Book 1, by A. R. Brubacher and Dorothy Snyder, Schenectady, N. Y. Cloth, 375 pages. Illustrated. Price, \$1.00. Chas. E. Merrill Co., N. Y.

The teaching of English is an ever-present problem. It makes heavy demands upon text-



## BENN PITMAN PHONOGRAPHY

THE STANDARD  
SHORTHAND SYSTEM.

### It Leads

In the Government Service  
In the Reporting of Law Courts.  
In General Use in Business  
Offices.  
In the Public High Schools.  
In Private Commercial Schools.  
In Parochial and Institutional  
Schools.

Publish by

THE PHONOGRAPHIC INSTITUTE  
COMPANY, CINCINNATI, OHIO.

BENN PITMAN, *Founder.*  
JEROME B. HOWARD, *President.*

## "BARNES"

Means

The most interesting, pedagogical, and simple method of teaching the most practical style of Pitmanic

## SHORTHAND

"Mrs. Barnes is a Progressive, and has so far advanced the standard as to render the work of the Standardization Committee unimportant."—M. L. Brandt.

**Shorthand Teachers:** Send for free paper-bound copy of BRIEF COURSE in BENN PITMAN or GRAHAM Shorthand. Specify system, and give name of school.

The Arthur J. Barnes Pub. Co.,  
2201 Locust St., St. Louis, Mo.

## Typewriting Results That Count

Over 100 Net Words a Minute  
in Less than 20 Months

In September, 1909, Miss Bessie Friedman, who was then but fourteen years of age, began the study of typewriting from A PRACTICAL COURSE IN TOUCH TYPEWRITING. On October 25, 1910, she took part in the World's Novice Championship held at Madison Square Garden and succeeded in writing at the rate of 81 net words a minute for 15 minutes, thus beating the best previous World's Novice Record by 8 net words a minute. Then, on April 22, 1911, Miss Friedman won the Typewriting Championship of New York City, writing OVER 100 NET WORDS A MINUTE for 15 minutes. MISS FRIEDMAN IS THE ONLY AMATEUR TYPIST WITH A COMPETITION RECORD OF OVER 100 NET WORDS A MINUTE.

### The Reason

A PRACTICAL COURSE IN TOUCH TYPEWRITING produces winners is because it is the most constructive system in typewriting ever devised. It follows the line of least resistance, so that the student becomes a skillful operator with a minimum amount of effort. IT TRAINS ALL THE FINGERS ALL THE TIME. The fingers are trained first on those keys over which they are naturally held when in their normal position. IT IS SCIENTIFICALLY AND PEDAGOGICALLY CORRECT.

Tenth Edition Entirely Reset, Revised and Improved and Printed from New Plates

Stiff Paper Covers, 50c.; Cloth, 75c. Teachers' examination copy, postpaid, 34c. and 50c. respectively. Mention school.

Adopted by the New York and Boston High Schools

Isaac Pitman & Sons, 2 West 45th St., New York

Publishers of "Course in Isaac Pitman Shorthand," \$1.50  
Adopted by the New York High Schools

The latest important movement in School affairs is the development of

## Home and School Associations

DR. ELMER E. BROWN and DR. MARTIN G. BRUMBAUGH  
have endorsed in Prefaces

## "HOME AND SCHOOL"

By MRS. GRICE, as the suitable manual, telling how to form  
and conduct these Associations

The price of this Book by mail, prepaid, is 45 cents

Postage Stamps accepted

CHRISTOPHER SOWER COMPANY, PUBLISHERS  
124 N. Eighteenth St., PHILADELPHIA



If you were buying an automobile, you would undoubtedly buy the latest model. Why not apply the same to the purchase of writing books?

The New Barnes Writing Books are the most modern exponents of muscular movement writing. They are based upon a broad public school experience. The copies are accurately written, the plan is easy to follow, the books are unusually well graded, and they are written in the language of the child.

The Teachers' Manual is the most helpful teachers' book on writing yet published.

You can have as good writing in your schools as is obtained anywhere, and we can help you in developing it by means of our correspondence course, which is free to all teachers where the New Barnes Writing Books are used by the pupils.

These books are surprisingly inexpensive.

Write for sample copies, sample criticism sheet, and our plan for assisting in developing the penmanship in your schools.

THE A. S. BARNES COMPANY  
NEW YORK BOSTON

books, upon the equipment and personality of teachers. The purpose of this particular book is to unify the teaching of English in high schools. It outlines work for the first and second years. It is thought that the purely technical grammar in Part I may be completed in twenty-five or fifty lessons. So much slipshod work has been arranged for the grammar grades that it is greatly to be feared most classes will need the fifty lessons. Next comes six weeks upon oral composition, four weeks upon punctuation and letter writing. The exercises and directions under these heads are highly practical and full of variety. In the second term description and narration form the major part of the work. In the second year the more difficult exposition and argument are taken up; still reviews some sentential analysis, dull in oral expression are always in order.

Systematic, well-proportioned arrangement of material, a great variety of drill work are salient features of this "High School English."

### The Tudor Shakespeare.

Henry IV. Part I. Edited by Frank Wadleigh Chandler, Ph. D., 163 pages. Henry V. Edited by Lewis F. Mott, Ph. D., 177 pages. Henry VI. Part I. Edited by Louise Pound, Ph. D., 141 pages. As You Like It. Edited by Martha Hale Shackford, Ph. D., 138 pages. Macbeth. Edited by Arthur C. L. Brown, 135 pages. The Merchant of Venice. Edited by Harry M. Ayers, 132 pages. Price, 35 cents each. The Macmillan Company, New York and Chicago.

The above six volumes follow Romeo and Juliet in the Tudor Shakespeare now being published by the Macmillan Co. In every detail each equals the initial book. The publishers are to be congratulated upon the sustained quality of the edition.

Possibly the most interesting feature of the books is the introductions in each volume. These begin with an explanation of the text, covering its original appearance, consequent editions, the manner of production, etc. The next is the "date of the composition," which, of course, is intimately related with the text and its origin. These two preliminaries naturally join the introduction and are fully separate as applied to the individual text they precede.

"The Source of the Plot" is in every case brief and to the point. The average student is interested in the source of any story only in so far as it will help his understanding of what he is about to read. The mass of uninteresting historical detail which is included in so many standard texts reverts to an effort on the part of editors to present as much as possible in an introduction, rather than select the kernels from the chaff and print nothing more.

Following the brief history of the text, the date of composition, and the source of the plot, the editors dwell briefly upon the structure and the style of the play about to be read and the characters which predominate. For instance, in the Merchant of Venice, there is a very excellent paragraph on Shylock. In "As You Like It" Rosalind is described possibly in a more interesting style and at the same time more briefly than has heretofore been attempted. After all the plays of Shakespeare are character studies and deserve just such treatment.

The introductions invariably terminate with a brief though complete interpretation of the meaning and idea which underlies the individual plays. All in all, the introductions are excellent. It is to be hoped that succeeding volumes will not depart from this idea which should attract unusual attention.

Another feature of this Tudor Shakespeare, which can hardly be overlooked in this brief review, is the unusual care and attention which has been given to the frontispiece introducing every volume. The variety and excellence of the material deserves the highest commendation. It is intimately related with the history and development of the plays, combining, however, the more important and more interesting ideas which every reader of Shakespeare appreciates and understands. For instance, the frontispiece of the Merchant of Venice is a very good reproduction of Sir Henry Irving as Shylock. The average reader will appreciate and understand such a frontispiece much more readily than some crude and uninteresting drawing which has nothing but historical value and possibly very little of that.

The Tudor Shakespeare is being produced in two distinct and separate styles. The one will, of course, appeal to the large interest which applies

to the private library of the individual admirer of Shakespeare. The other comes in the edition for school use which almost defies destruction or defacement. The school edition is unusually well bound and more than satisfies the average school child.

### TEXTBOOK NEWS.

"The Teaching of Writing" is the subject of a pamphlet, containing a reprint of a discussion of this topic before the Philadelphia Teachers' Association, by Mr. H. W. Flickinger. To teachers of writing the article will be extremely interesting as an expression of the pedagogical principles involved in the subject by the accepted dean of writing teachers. Mr. Flickinger is widely recognized as the most experienced teacher of writing, having been associated with the Spencers in the production of their original writing books and having prepared penmanship books for A. S. Barnes & Company, Ivison, Blackman, Taylor & Company. His most recent contribution to the teaching of writing in public schools is the preparation of the copies in Berry writing books.

Fond du Lac, Wis., adopted Bergen & Caldwell's botany (Ginn).

The Worcester, Mass., school committee has adopted Atkinson's high school botany (Holt).

Rochester, N. Y. Van Tuyl's complete business arithmetic, adopted for high schools.

Burdick's Essentials of Business Law has been adopted for use in the Wheeling (W. Va.) high school.

Chicago, Ill. The school board has adopted for high-school use: Smith, Stahl and Sykes' Laboratory Lessons in Physical Geography (Heath); Linville and Kelly's general zoology (Ginn); Whitney, Lucas, Schinn & Smallwood's Guide to the Study of Animals (Heath); Hawkes, Luby and Tonton's algebra (Ginn); Moore and Miner's business arithmetic (Ginn); Becker and Rhoades' Elements of German grammar (Scott-Foresman); Keller's Bilder aus der Deutschen Literature (American); Ramsey's Spanish grammar (Holt); Smith's Grammatica Castellana (Ginn); Graham and Oliver's Spanish Commercial Practice (Macmillan); Alexander-Smith's inorganic chemistry (Century); Rigg's analytic geometry (Macmillan).



**Says Miss Remington:**  
When a prospective employer asks me what machine I operate, and I tell him the

# Remington

he never asks, "Why?"  
He knows why.  
Ever since I have been a typist I have found that to operate the Remington—Recognized Leader Among Typewriters—is a recommendation in itself.



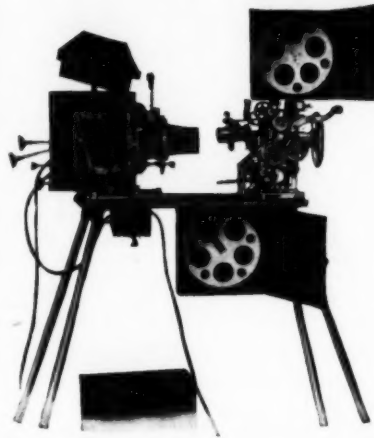
Visible Writing

**Remington Typewriter Company**  
New York and Everywhere

You will eventually use moving pictures in your school.  
Start right by installing

## Power's Cameragraph No. 6

THE PERFECT MOTION PICTURE MACHINE



For over fourteen years *Power's Cameragraph* has been the choice of particular moving picture exhibitors everywhere. It is used extensively all over the world. *Power's No. 6* is the last word in moving picture machines. According to a careful test made by Prof. Henry Phelps Gage of Cornell University, the pictures projected by it are absolutely flickerless.

Among the fifteen thousand and more users of our machines, we mention the following:

**Lecturers**  
Lyman H. Howe    Burton Holmes    Prof. Elmendorf

**U. S. Government**  
U. S. Military Academy, West Point  
U. S. Naval Academy, Annapolis  
U. S. S. Florida  
U. S. S. Utah  
and many other battleships, naval stations and forts.

**Industrial Corporations**  
International Harvester Co.  
Nat'l Cash Register Co.  
Shredded Wheat Biscuit Co.  
E. M. F. Motor Company  
American Laundry Machine Co.  
Pacific Coast Borax Co.  
(20 Mule Team)

Many branches of the Y. M. C. A., Catholic Church, Protestant Churches, Salvation Army, schools and colleges are using to advantage *Power's No. 6*.  
Our engineering department is at your service for consultation and advice.

WRITE FOR CATALOGUE A.

**NICHOLAS POWER COMPANY**

90 GOLD STREET

NEW YORK

## For Busy Superintendents.

The Baltimore board of education has recently appointed four assistant superintendents, who with Superintendent Francis A. Soper and First-Asst. Supt. C. J. Koch and Second-Asst. Supt. A. J. Miller, will constitute an executive board for the professional control of the schools. Mr. Koch and Mr. Miller are respectively in charge of the elementary and high schools, and the four additional assistants will be associated with the former in directly supervising the grades. The new governing board is to have complete charge of all professional matters subject only to the final approval of the school board. The salaries of the new assistant superintendents, who replace nineteen supervising principals, have been fixed as follows: First assistant, \$3,200; second, \$2,500; third to sixth, \$2,200 each.

A saving system for the public schools of Crawfordsville, Ind., has recently been organized by Superintendent L. N. Hines. Instead of burdening the teachers with the work of receiving deposits and turning them over to the banks an entirely new plan has been adopted. Each teacher opens an account book in which she places the names of her pupils and a statement of the deposits which they have made independently in local banks, trust companies and the postoffice. The name of each child that saves anything is placed on a roll of honor. The amount of savings, however, is not divulged.

An investigation made before the plan was put into operation showed that over 200 children already had savings accounts in some

form. Through the activity of teachers and the co-operation of parents it is expected that the number of children will be doubled within a few months.

The schools of Monroe, Wis., have recently arranged to give students of high-school grade credit for music study done outside of their regular course by instructors not employed in the schools. The Wisconsin state department of education has ruled that this recognition of a pupil's work is proper but has ordered that the teachers must hold special licenses granted upon recommendation of the state board of examiners.

In his recently published annual report, Supt. W. E. Maddock of Superior, Wis., points out the good effects of a rule placing in his hands the preparation of a list of eligible teachers for appointment. The rule requires that no applicant shall be regularly employed

unless she has completed a full normal school course, or its equivalent, and has had in addition a year of successful experience satisfactory to the superintendent. Instead of reducing the number of available teachers as was predicted, the rule has put at the disposal of the school a list of competent persons from whom the best can be chosen. The increase of the maximum salary to eighty dollars per month, on the twelve-payment basis, was another factor for attracting and holding good instructors.

Assistant Superintendent W. E. Hicks of Cleveland has recently endorsed the "quiet zone" idea as applied to public schools. He believes that the pavement on streets surrounding schools should be of a material that will render traffic as nearly noiseless as possible. The zones should begin one-half block on either side of the buildings and cars and wagons should be compelled to run at a normal rate.

Mid-year examinations and promotions have been introduced in the public schools of Seymour, Ind.

To assist pupils who must leave school to enter a gainful occupation, Supt. M. A. Cassidy of Lexington, Ky., has established a "work bureau." Employers in the city who are in need of young workers or apprentices may apply to Mr. Cassidy for boys who will probably fit into a given position. Boys are also given the names of shops and stores where they may find employment.

Portland, Ore. Acting upon the recommendations of Supt. Frank Rigler and the principals of the high schools, the board of education has reduced the number of teaching periods of the high school teacher to four a day. In the past, five and six periods have been the rule, and the quality of the instruction has suffered. The change will free the instructors from an excessive amount of preparatory work at night.

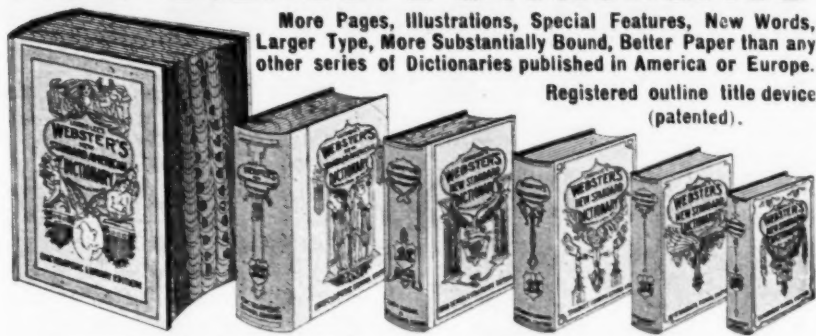


MISS HARRIET L. KEELER.  
Superintendent of Schools, Cleveland, O.



## THE LATEST AND BEST DICTIONARIES

### LAIRD & LEE'S WEBSTER'S New Standard Dictionaries



More Pages, Illustrations, Special Features, New Words, Larger Type, More Substantially Bound, Better Paper than any other series of Dictionaries published in America or Europe.

Registered outline title device (patented).

#### Encyclopedic Library Edition

Ten supplemental dictionaries—Biography, Foreign Phrases, Fictitious Characters in Literature, Familiar Allusions, Biblical Names, Greek and Latin Proper Names, Maxims and Proverbs, Language of Flowers, Law Terms, Pseudonyms. Golden brown imported Soudan Goat, marbled edges, patent thumb index. 1400 pp., 2500 illus. \$5.00

#### Encyclopedic School Edition

1280 pp., 2000 illus., 33 full page plates. Contains everything in Library Edition except supplemental dictionaries and two color plates. Three-quarter leather, marbled edges, thumb index. \$3.00

#### High School and Collegiate Edition

(New) Half leather, 1,056 pages, 1,500 illustrations, thumb indexed. \$1.75

Half leather, not indexed. 1.50

#### Students' Common School Edition (Revised)

Extra cloth (black) 756 pages, gold and blind stamped. 80c

#### Intermediate School Edition

Extra cloth (black), 460 pages, gold and blind stamped. 52c

#### Elementary School Edition

Extra cloth (black), 384 pages, gold and blind stamping. 28c

### Laird and Lee's Webster's Modern Dictionary

Handy Edition—Cloth, 432 pages, size 4x5½ inches (over 1,000,000 sold) 20c

"Webster's New Standard American Dictionary is a most admirable internal arrangement and of a convenient form for handling. It is one of the most satisfactory dictionaries of which I have any knowledge, and I congratulate you on your success."—JAMES R. DAY, Chancellor for Syracuse University.

"It is just the dictionary I need. It is better than a large one for the busy student, since all-up-to-date words are found in a more convenient volume and it has the added advantage of being lower in price. I like the large type which is so easy to read, and the thumb index facilitates the hunting of words. I am thoroughly pleased with it. The High School Edition is far superior to many of the high school dictionaries in common use. I like the 'Marks and Abbreviations Used in Proofreading' which you insert in each volume."—JOHN A. WILSON, Minneapolis, Minn., South High School.

For sale by Booksellers and Schoolbook Supply Houses everywhere or direct by  
**LAIRD & LEE, Publishers, CHICAGO**

The office of supervisor of teachers of German has been created by the Chicago board of education. Max Schmidhofer has been appointed to the position at an annual salary of \$2,500. He will have complete charge of the sixty odd teachers of German.

The City Superintendents' Association of Kansas, at its annual convention, placed itself on record as favoring a more liberal state policy in the adoption and use of textbooks and supplementary books and materials. In a set of resolutions, adopted unanimously, they expressed their desire to see the maximum cost of books raised so as to enable the freest competition for the best books of all the publishers. They declared also that every school system should be free to use such supplementary books and materials as it desires so long as the regularly adopted books are not displaced.

Canton, Ill. Fifteen backward and defective children, enrolled in the local schools, have been placed in an ungraded class under an experienced teacher and will be given special instruction suited to their individual needs.

Youngstown, O. Upon recommendation of Supt. N. H. Chaney, the board of education has limited the time during which beginners will be received to one week in September and one week in February. In the past, the rules of the board allowed entrance into the first grade during three weeks, twice each year, resulting in a waste of practically six weeks' instruction.

Leavenworth, Kans. Departmental teaching has been introduced in the seventh and eighth grades of two schools under the direction of Supt. M. E. Moore.

The school board of Cleveland has recently voted to return to semi-annual promotions in place of the quarterly plan introduced by former Supt. W. H. Elson.

Leslie T. Huffman, at one time superintendent of schools of Galena, Mo., and later

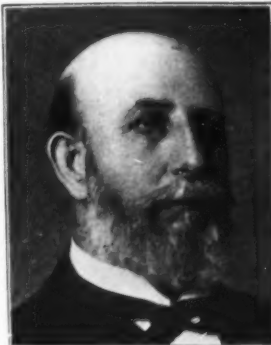
head of the McAlester, Okla., school system, has been made secretary of the Oklahoma state board of education.

Mrs. Margaret C. Curran has recently become deputy superintendent of instruction of the state of Washington to have direct charge of the rural schools.

Minnesota furnishes more teachers for North Dakota than any other state, even exceeding the number which is supplied by this state to itself, according to the report of the state superintendent of public instruction. Out of a total of 295 new teachers granted certificates in six months, 98 were from Minnesota, North Dakota supplying 71. The Moorhead Normal school had the largest number, 26. St. Cloud supplied 17, Winona 14 and Mankato 21.

Iowa supplied 32, Wisconsin 25, Indiana 16, South Dakota and Michigan 11 each of the new teachers during the same period.

The Buffalo Board of School Examiners states that there is a big demand in the evening schools there for teachers of foreigners, the instruction of whom is really one of the most difficult, as



EDWIN B. COX.  
Supt. of Schools,  
Xenia, O.  
Died Jan. 24, 1912.



GEORGE J. LUCKEY.  
Former Supt. of Schools,  
Pittsburgh, Pa.  
Died Feb. 17, 1912.

Is it

## PRACTICAL EDUCATION

to let children write with a cramped, slow finger movement for eight years or more and then pay tuition elsewhere to have them learn how to write a rapid, easy, commercial hand?

### Adopt the Palmer Method of Business Writing

from the start and you will endow your pupils with a legible, tireless, muscular movement style of writing which is not only a trade-in-hand, but always a time and energy saver.

### AN ADOPTION MEANS A FREE NORMAL COURSE IN MUSCULAR WRITING FOR EVERY TEACHER IN THE SCHOOL

More than 30,000 teachers trained during the last school year

### THE A. N. PALMER CO.

32 Union Sq., New York  
100 Boylston St., Boston

32 S. Wabash Ave., Chicago  
Cedar Rapids, Iowa

*Zaner & Bloser Co.*

put more money in Teachers' Manuals to get results than in Agents to get adoptions. And results retain the adoptions.

If you like this idea, you should see the books.

**Zaner & Bloser Co.**  
Penmanship Specialists  
Columbus, O.

### COSTUMES FOR SCHOOL PLAYS

We furnish costumes, wigs, etc., for all plays and operas. Guarantee satisfaction and make lowest rates for rental. Full line of stage make up.

The business of L. Hagemann & Co., Chicago, Ill., has been taken over by  
**FRITZ SCHULTZ & Co.,**  
19 W. Lake St., Chicago, Ill.

### HEADQUARTERS

High Grade

### School Desks and Opera Chairs

Good Service Right Prices

**W. A. CHOATE SEATING CO.**  
80-82 State St., ALBANY, N. Y.

SEND FOR CATALOG

**WILLIAM R. JENKINS CO.**

851-853 SIXTH AVE., NEW YORK

**FRENCH AND OTHER FOREIGN BOOKS**

We publish the *Sauveur, Bercy, DuCroquet* and other well known methods for teaching Modern Languages.

**Bruce's**  
**School Architecture**  
Fourth Edition—Get a Copy

well as essential, forms of night school instruction. Requirements have been raised for candidates trying this examination. The minimum age limit has been fixed at 25 years, and candidates must not only qualify in English, but must show ability to converse intelligently and fluently in some foreign tongue.

The State Educational Commission, created by the last legislature of North Dakota, has recently organized by the election of President F. L. McVey, of the University of North Dakota, as chairman, and President George McFarland, of the Valley City State Normal School, as secretary. The commission will formulate a complete revision of the school laws for passage by the legislature.

In his annual report, State Commissioner of Education Andrew S. Draper, of New York, emphasizes the need of providing adequate playground facilities in connection with the public schools. He says:

"There should be connected with each school-house in the state a playground of sufficient size to afford all the pupils of the school ample space for participating in all the sports and outdoor recreations best adapted to the physical development of children. All the necessary equipment to afford proper exercise and diversion should be installed. The educational facilities of a school are not complete if they fail to make adequate provision for the usual outdoor sports in which children love to participate."

Superintendent A. B. Hess, of Crookston, Minn., has been re-elected.

A bill has been introduced in the New York State Legislature empowering the Buffalo common council to increase the salary of Supt. Henry P. Emerson, who now receives \$5,000 per year. There is no amount specified in the bill as to the proposed increase, which is left to the discretion of the council, the act to take effect immediately.



# BEDBUGS AND COCKROACHES

Make a happy home in wooden clothes lockers. Boys deface wooden lockers: dampness warps them: heat checks them: fire burns them. They take up more room than necessary and it costs considerable to keep them looking bright and new.

There's no good reason why wood should still be used for clothes lockers, but there are many good reasons why your schools should be equipped with up-to-date

## HESS SANITARY STEEL CLOTHES LOCKERS

They are made of smooth soft steel, with no raw edges. They are coated with rustless baked enamel of finest quality, which always looks well and lasts a lifetime. They are clean and sanitary: vermin get cold feet and stay out of them: they are ventilated, yet dustless; spark and fireproof, and approved by fire underwriters; secure against meddlers and they

### COST LESS THAN WOOD

We are MANUFACTURERS, and we sell direct to consumers.

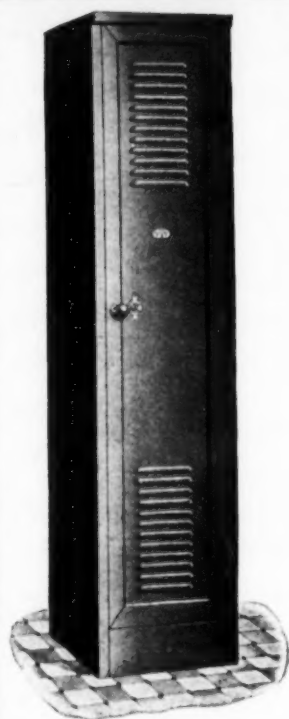
Our prices are right, our service is prompt.

We make them in many sizes, suitable for all purposes, and we describe them in a dainty booklet we delight in sending free to inquirers. Ask for one. We are glad also to quote prices and to submit samples in competitions.

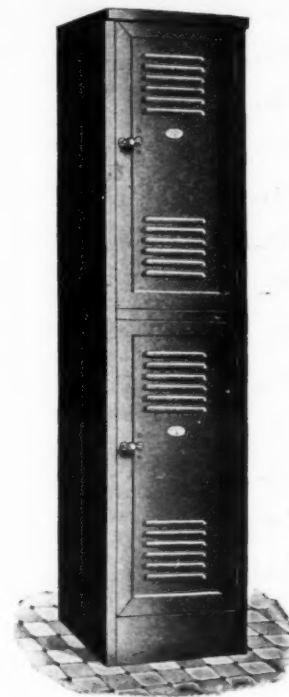
## Hess Warming & Ventilating Co.

922 Tacoma Bldg., CHICAGO

Makers also of Welded Steel Furnaces and White Steel Medicine Cabinets



Style B  
Clothes Locker—Single



Style B  
Clothes Locker—Double Tier

## School Room Hygiene

### Teachers and Tuberculosis.

In making a study of the prevalence of tuberculosis, the Michigan State Board of Health has found that teachers are subject to the disease in an alarming number. In fact, during a period of two years 52.4 per cent of deaths of teachers, between the ages of 25 and 34, were due to tuberculosis, while 25.8 per cent of the deaths of all persons, between the same ages, were the result of the disease. Among teachers of all ages 27.6 per cent of the deaths were due to tuberculosis, while among all persons of all ages only 9.4 per cent resulted from the white plague.

The following table shows the proportionate mortality among teachers from tuberculosis during 1908-10, as compared with that of all persons in the state during 1903-07:

Age at death.	Deaths of school teachers in 1908-1910, due to—		Per cent of all Deaths due to tuberculosis among—	
	All causes.	Tuberculosis.	School teachers, 1908-1910.	All persons in Michigan, 1903-1907.
15 to 24 years.	87	31	35.6	27.1
25 to 34 years.	62	33	52.4	25.8
35 to 44 years.	44	10	22.7	16.6
45 to 54 years.	24	3	12.5	9.4
55 to 64 years.	26	2	7.7	5.1
65 yrs. and over	50	2	4.0	1.5
All ages	294	81	27.6	9.4

In commenting on the situation, the Monthly Bulletin of the board says:

"This is a matter which should engage the active attention, not only of teachers, but of

the patrons of the public schools. It would appear from our data that the conditions under which public school teachers labor are conducive to tuberculosis. This is, in a great many instances, an easily established fact. Now, this ought not to be. The school teacher, who should be considered as the most valuable factor in the establishment of an efficient citizenship, should not be required to work under conditions which are relatively more conducive to the occurrence of tuberculosis than other professions.

"Extreme precautions should be observed by school commissioners and boards of education to prevent teachers who are affected with tuberculosis from continuing in the service. This should be done in the interest of the teachers and in the interest of the pupils. The solution of the situation, however, must not simply rest with the attempt to prevent infected teachers from being employed. The school officials and the patrons of our public schools should be united in effort to remedy the existing conditions, that the public school room can in no sense be considered as a place in which one's health is subjected to unfavorable conditions. A more active interest in considering the purposes of proper construction, warming, ventilating and lighting of school buildings will go a great way towards remedying this situation."

### SCHOOL HYGIENE NOTES.

A fresh-air room is to be established in every schoolhouse in the city of Boston, under an order passed recently by the school committee. Open-air schools will be established for anaemic children wherever enough can be found to form a class.

The use of the common drinking cup has been prohibited by the Utah State Board of Health in all railroad stations, trains, public and private schools and educational institutions. The ruling of the board went into effect on February first.

Common drinking cups are rapidly passing out of the public schools of Iowa. Since the first of the year the state board of health has promulgated a rule prohibiting common cups and school boards are introducing bubbling fountains, or where no pressure can be had, covered tanks and individual glasses.

Children of tubercular tendency found in the elementary schools of Racine, Wis., are given special attention by the medical inspectors and the director of physical education. Parents and guardians of such pupils are urged to give them treatment and to look carefully after the hygienic conditions at home, to provide proper nourishment and clothing, and to see that bathing and rest are adapted to the needs of each. In some of the schools food is provided during the forenoon and afternoon sessions.

A recent report of Drs. J. H. C. Gallagher and L. E. Mannix, school physicians of Chicopee, Mass., points to the importance of a phase of medical inspection which has been given but little attention in the past. In Massachusetts the school physicians in addition to regularly examining children for physical defects and for contagious diseases, also examine such as apply for work certificates. Any child who is very much below the normal physically or has decided defects cannot obtain permission to go to work without the approval of the school physician.

Drs. Gallagher and Mannix, discussing this phase of their work, say: "The physical examination of pupils who apply for work certificates is of more importance than at first believed. Often it is children less well endowed physically who leave school earliest.

"Sometimes such children are below the grade in which they should be according to their



## SANDUSKY AND WALTHAM BRANDS ENAMELED CRAYONS

For 70 years the standard for use on all kinds of blackboards

**LECTURERS' CHALK**

MANUFACTURED BY  
THE AMERICAN CRAYON CO.  
SANDUSKY OHIO AND -WALTHAM MASS.

Used for teaching drawing in many schools. 20 different shades and colors.

For 70 years the standard for use on all kinds of blackboards

**HYGIEIA DUSTLESS CRAYONS**

"HYGIEIA" TRADE MARK

Superior to and cheaper than all other dustless crayons.

Best quality wax crayon, unequalled for brilliancy of color combined with oil color effects. Six standard colors with brown and black, packed in a tuck paper box with an attractive picture on the back that any pupil can draw.



**CRAYONART**  
STYLE A  
SCHOLARS  
SCHOOL CRAYONS  
FOR EDUCATIONAL WORK  
FAST-WATERPROOF  
WILL NOT RUB OFF  
MADE IN ALL COLORS  
PERMANENT  
WILL NOT SOIL THE HANDS  
MANUFACTURED BY  
THE AMERICAN CRAYON CO.  
SANDUSKY OHIO, WALTHAM MASS., CHICAGO ILL. U.S.A.  
MADE IN U.S.A.  
STANDS ANY CLIMATE

Retails for five cents.



Three primary colors with black. Unrivalled in their mixing value to produce secondary colors.  
Price 25 cts. per box.

**KINDERGARTEN CRAYONS**



FOR NO. 102

For free arm drawing. Just fits the little hands.

**AMERICAN DRAWING CRAYON**



6 inches long, 3/8 inch diameter.  
Used for intermediate classes in drawing.

When advertising for bids specify item and manufactured by The American Crayon Co.

**THE AMERICAN CRAYON CO., 1230 Hayes Ave., Sandusky, Ohio**

age and are backward in their studies owing to physical defects. A moment's reflection will prove to the parents of such children that the earning capacity of a physically defective child who leaves school early is diminished 50 per cent. as compared to that of a child physically and mentally perfect, who remains in school the same length of time, and it is perhaps unnecessary to add that the atmosphere of the ordinary work shop tends to increase the tendency toward disease in children physically weak."

A fresh-air school will be opened in Philadelphia for anaemic and tubercular children.

The benefits of medical inspection, as conducted in the Minneapolis schools, has had a marked effect upon the general health of the pupils, according to Dr. C. H. Keene, supervisor of hygiene. After four months' trial, Dr. Keene declares that attention to the sanitary condition of buildings, better ventilation and cleaning, combined with regular inspection of all cases of illness, has greatly reduced the number of cases of infectious and contagious diseases. Epidemics of diphtheria and scarlet fever have been prevented entirely, although they had occurred periodically in former years.

### THE EVENING SCHOOLS OF GRAND RAPIDS.

(Concluded from Page 14)

No evening school can hope to be successful unless it breaks away from the traditional methods of teaching and employs teachers who can give the pupils what they wish. The theater, the dance, the companionship of friends all beckon to the young people who determine to give their evenings to school work. They will not succeed without the constant advice of one who understands their problems.

In conclusion, it may be safely claimed that the evening schools of Grand Rapids are justified in their existence because they prepare an important element of the population for citizenship, and second, because they furnish much needed vocational training to many hundreds of

men and women.

A glance at any typical class of foreigners will prove the first statement. In one class are two Germans, a Hollander who is a university graduate "in the old country," several housemaids, one or two men servants, etc. They are gaining with their studies the best possible insight into one phase of democratic government—the public school. This is important because they represent such a large and influential group of future citizens.

The evening schools are vocational schools of the type best known in the United States. The foreigner laboriously learning his first reader; the apprentice learning the foundation of his trade; the experienced worker learning the theory of his practical knowledge; the school teacher preparing for a higher certificate; the bank clerk studying political economy—all of them are certainly receiving a special training which will make them more efficient.

But, from a larger viewpoint, the evening school has a greater function—it is the "Melting Pot" into which are placed the unfused elements of our national life. The bright Syrian, the sturdy Hollander, the active Italian, work side by side with the public-school teacher, the art student, the embryo banker and the university graduate. After all, is not this one of the highest functions of the public evening school?

### ARE SCHOOL GARDENS A FAD OR A REAL BENEFIT IN SCHOOL WORK?

(Concluded from Page 18)

est obstacle to success. If the teacher lives in the district, she can arrange a program of dates on which all or some named should meet for gardening. If the teacher cannot be present to oversee the work, committees should be appointed to attend to the matter on the dates indicated. It would assist matters if the teacher would keep up some correspondence with mem-

bers of the committees. I have experienced no real difficulty in securing such assistance as was needed for taking care of school gardens during vacations. Whatever the local difficulties may be, I believe that the teacher who is determined to succeed in this work will be able to devise methods and means of achieving success.

In conclusion, I can safely say that the outlook of school gardens in our country was never brighter than it is today. Long before the movement reached our shores, it had passed the experimental stages of development. It is supported by the greatest educational leaders of the day and it is advancing with a speed and energy that cannot be checked by calling it a fad. Who can foretell what new creations and marvellous developments of plant life will result from the experiments in school gardens? It is probable that many of the pupils of today, as a result of an interest awakened by school gardens, will become the Burbanks, Robertsons and Kerns of the next generation.

Address before Rural Section, Idaho State Teachers' Association, Jan. 6, 1912.

### Rating Teachers.

(Concluded from Page 12)

7. Characterize his habitual use of the English language. State defects, if any.

8. Accuracy in keeping records and making reports.

9. State any notable deficiencies in personal habits or in temperament and disposition (including readiness to co-operate with the principal and with other teachers in the work of the school).

10. State any service he has rendered to the school or to its students outside of classroom work.

[To be answered only in case of first assistants.]

11. Describe the results of the first assistant's work in

(a) Organizing and unifying the work of assistant teachers in his subject.

(b) Influence in methods of teaching.

(c) Ability in the performance of executive and administrative assignments.



# School Books Rebound

## OLD BOOKS MADE BETTER THAN NEW

We replace missing and mutilated leaves, fumigate, and sew with our Patent "SAMSON BACK" Process, which never breaks.

### "We Guarantee Our Work"

Send us three books for trial. We pay all express charges.

### Try Our Proposition and Be Convinced

A few cities and districts we have worked for and hold recommendations from:

#### PUBLIC SCHOOLS

Atlantic City, N. J.	Spring City, Pa.	Souderton, Pa.
Pottstown, Pa.	Syracuse, N. Y.	South Orange, N. J.
Bethlehem, Pa.	Atglen, Pa.	Telford, Pa.
Easton, Pa.	Rutherford, N. J.	Weehawken, N. J.
Annapolis, Md.	Williamsport, Pa.	West Pittston, Pa.
Lansford, Pa.	Ambler, Pa.	East Pittsburg, Pa.
Steelton, Pa.	Avondale, Pa.	York, Pa.
Perth Amboy, N. J.	Bayonne, N. J.	Lebanon, Pa.
Princeton, N. J.	Newark, N. J.	Kearney, N. J.
St. Clair, Pa.	Reading, Pa.	Royersford, Pa.
Slatington, Pa.	Baltimore, Md.	E. Petersburg, Pa.
South Amboy, N. J.	Allentown, Pa.	Palmyra, Pa.
Tamaqua, Pa.	So. Bethlehem, Pa.	E. Rutherford, N. J.
West Chester, Pa.	Phillipsburg, N. J.	Erie, Pa.
West New York, N. J.	Hoboken, N. J.	Lansford, Pa.
Altoona, Pa.	Lehigh, Pa.	Albany, N. Y.
Woodbine, N. J.	Orange, N. J.	Asbury Park, N. J.
Columbia, Pa.	Phoenixville, Pa.	Belmar, N. J.
Hackensack, N. J.	Rockaway, N. J.	Sharpsburg, Pa.
Irrington, N. J.	North Troy, N. Y.	Clifton, N. J.

#### COLLEGES AND NORMAL SCHOOLS

Lehigh University, S. Bethlehem, Pa.	Girard College, Philadelphia, Pa.
Williamson Free Trades School.	State Normal School, Frostburg, Md.
State Normal School, Millersville, Pa.	Public Library, Hanover, Pa.
State Normal School, East Stroudsburg, Pa.	

**APOLLO PUBLISHING COMPANY**  
READING, PA.



## THE SUPERIORITY OF THE ST. LOUIS SCHOOLS

¶ The school superintendents who visited St. Louis during the meeting of the Department of Superintendence acknowledged "the superiority" of the St. Louis schools. Architects and school people generally have time and again paid tribute to Archt. Ittner and his buildings.

¶ The excellence of the St. Louis schools lies as much in the execution of minute details as in the splendid exteriors. Every nook and corner shows planning and careful attention.

¶ Take the sanitary work as an instance. The greatest care has been taken to select only the "best" and most "improved." Every toilet fixture and all plumbing supplies have been subject to most severe tests.

¶ Nelson plumbing fixtures are installed in more than sixty (60) high and elementary schools. This is an unusual endorsement for the excellence of Nelson goods. Installations based on actual tests have stood the wear and tear for years.

¶ Nelson's plumbing goods can be installed in any building with the same excellence of the St. Louis schools.

Send for catalog.

Edwardsville, Ill. **N. O. Nelson Mfg. Co.** St. Louis, Mo.

## CRITERIA FOR DETERMINING THE RELATIVE EFFICIENCY OF CITY SCHOOL SYSTEMS.

(Concluded from page 15)

the school-idea. To this criterion, twenty-five counts.

Fifteenth, actual tests in the school subjects of the pupils as graded. Fifty counts.

Sixteenth, similarly the classification to show retardation, that is, to show precocity, mediocrity and altricity, with the comment that precocity is just as bad as altricity. Often it is far worse. Abraham Lincoln was retarded by fifteen years. Twenty-five counts.

Seventeenth, the cost of schools per capita for ordinary expenditures. Twenty-five counts.

Eighteenth, the cost of the buildings and grounds per capita. Twenty-five counts.

Nineteenth, the tenure of office and the social position of the teachers, including the superintendent, as shown in their outside relations. Twenty-five counts.

Twentieth, and last, the existing tendency or status. An efficient city school system is progressing. To this, perhaps the most difficult of all the minor inquiries, fifty counts. Total of minor counts, four hundred.

Obviously, self-measurement by the educators of a city is impossible. Obviously, there is required a committee of impartial observers. But lest the whole matter appear entirely hypothetical, I add one more statement. I have been a city school superintendent now for fifteen years, in four different cities. According to my own measurement, which I am far from considering final, upon this scale these four cities would rank as follows, viz.:

Bloomfield, N. J., population 15,000; 700 counts.

Paterson, N. J., population 125,000; 800 counts.

Washington, D. C., taking the whites at two-thirds and the colored at one-third as indicated by the census and the school attendance, population, 330,000; 450 counts.

Norwalk, Conn., population 25,000; 475 counts.

Upon the same scale, the primacy of American education probably lies between St. Louis, New York, Cincinnati and Los Angeles. Certainly, no single and merely pedagogic test of the relative efficiencies of city school systems will ever be accepted by public opinion. However, it may be pushed for a few years by enthusiasts. Education is a far bigger matter than pedagogy.

### A CODE OF ETHICS.

(Concluded from Page 16)

duties outside the schoolroom that sometimes places a restraint upon his natural life as a citizen.)

7. That it shall be beneath the dignity of any teacher and unprofessional for any teacher to underbid another, or attempt to secure a position which another holds or has a fairly good chance of securing or holding.

8. That the daily transaction of business in the schoolroom be as free from discussion outside of the schoolroom, as the daily entries or balance sheets of the bank clerk is. (Too often the teacher gossips with intimate friends or the boarding house lady, or with each other concerning transactions that should only concern the teacher herself, the child and the parent.)

9. That it is the duty of any teacher coming into a community to be willing to surrender or forego such of her pleasures as may conflict with her best influence in that community even though she may be strongly of the opinion that such pleasures are harmless.

### Oklahoma Statistics.

Figures compiled in the office of state superintendent of public instruction, R. H. Wilson of Oklahoma, and taken from the reports of the different county superintendents of the state, show that there are a total of 556,811 children of school age in the state. Of this number 261,704 are white males and 247,232 white females. There are 26,634 colored males and

23,641 colored females, making a total of 47,275 colored children of school age.

It is shown that of the total number of children of school age there are 443,227 enrolled, of which number 405,873 are white children and 37,354 colored children. The average daily attendance of male children is 130,222 and the females 129,796, making a total of 260,918 or 65 per cent.

There are 2,470 teachers in the state having first-grade certificates, the average salaries of which are, males \$75.56 and females \$57.54. There are 4,226 teachers having second-grade certificates, the average salary for which is, males, \$58.52, and females, \$51.65, and 2,599 teachers of third-grade certificates with salaries averaging, males, \$50.79 and females, \$46.30.

There are 2,858 graded and 3,123 ungraded schools in the state. School buildings in the state cost \$3,091.30 and are estimated in value to the amount of \$11,057,159.25.

### California's Progress.

The cost of running the schools of California, during the fiscal year, 1911, was about \$20,500,000, of which about \$11,330,000 was spent for teachers' salaries, according to the latest statistics compiled in the office of the state superintendent of public instruction.

There were about 10,000 elementary school teachers in the state, including those employed in the night schools, and about 2,000 in the secondary schools. In the kindergartens there were about 250 teachers. Of these first two classifications, about one-seventh were men. There were 335,000 elementary school pupils and about 45,000 pupils in the secondary schools.

The lowest salary for teachers was \$400 in some of the smaller rural schools. For primary and elementary schools the salaries ranged from \$400 to \$800. The average salary of men, including principals in the elementary schools, was \$970; of women, \$700. High school teachers received from \$800 to \$2,400, the men averaging \$1,500 and the women \$1,050.



## CRAYONS FOR EVERY USE

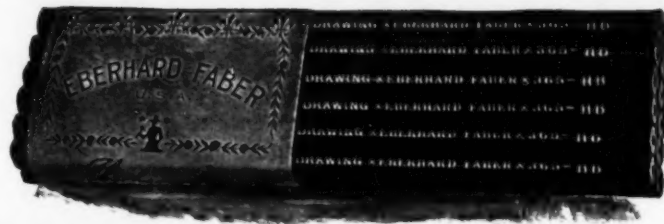


Send for samples of full line

**BINNEY & SMITH CO.,**  
81-83 Fulton St., N. Y.

## THE PERFECT SCHOOL PENCIL

No. 365  
Drawing



The **LEAD IS CRITLESS; DURABLE; UNIFORM.**

Made in 4 Grades: H., H. B., B., N. H.

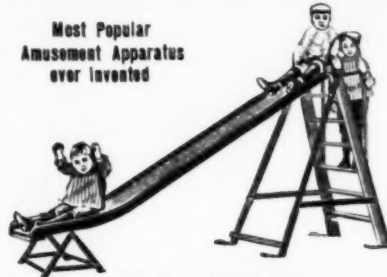
**EBERHARD FABER**

**NEW YORK**

## TOTHILL'S PLAYGROUND APPARATUS

**Strongest,  
Safest,  
Most Durable  
Apparatus  
Manufactured**

Most Popular  
Amusement Apparatus  
ever invented

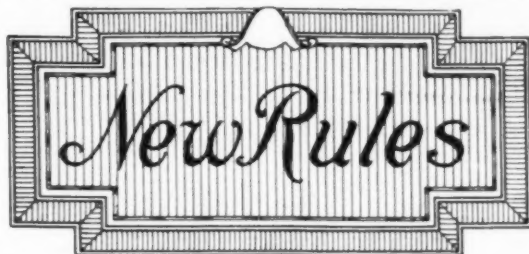


**Used  
in every  
Playground**

Pat. Jan. 12, 1909

Tothill Playground Apparatus adopted and used exclusively by the  
City of Chicago. Send for Catalogue.

**W. S. TOTHILL** (Established 1875) 1807 Webster Ave., Chicago, Ill.



### Forbids Politics.

A rule which forbids teachers belonging to any club or association having political purposes, from contributing to or soliciting contributions for political purposes, discussing politics during school hours or taking any active part in political campaigns, has been adopted by the Boston school committee.

The rule also restrains teachers from attempting to influence legislation in their own interests as employees of the public schools, except by petitions addressed to the school board.

The resolutions, as passed unanimously by the board, recite that a number of instances have come to the attention of the school committee where "certain teachers have been engaged in such political activity as sending letters by pupils to their parents favoring certain candidates for the school committee, requesting such pupils in class to urge their parents to vote for such candidates and organizing such campaigns to influence members of political organizations in behalf of the candidates for the school committee for various reasons, among them, religious and sectarian ones."

The resolution says that the wisdom of prohibiting active participation in political affairs by the paid servants of the public is now generally recognized and is made the basis of regulation in national and municipal administration, and says that the order is adopted "not for the purpose of interfering with the private expression of opinion on political subjects, nor with the right to vote in accordance with the individual preference, and not with the intention of imputing blame, except in extreme cases like those above cited, to teachers or employees who may have engaged in political activity, but recognizing, on the contrary, that such activity on their part has been entirely natural and often with the best intentions."

The rule reads:

Employees shall not make political speeches, solicit or make contributions for political objects, belong to any club or association having political purposes, nor take active part in political management or political campaigns.

They shall not, during school hours, or on school premises, engage in political discussion or in political activity of any sort.

They shall not directly or indirectly attempt to influence any legislation in their own interest as employees, except by petitions addressed to the board.

They shall not engage in political activity of any other type.

Nothing herein contained shall be construed as denying to employees the right to sign nomination papers, to vote as they please, or to express privately outside of school premises their political opinions.

### NEW RULES.

The school board of Duluth, Minn., has revised its rule fixing the compensation of janitors for extra service in connection with the evening use of schoolrooms. A minimum of one dollar will be allowed to janitors when one or two rooms are to be cared for, and fifty cents will be paid for each additional room.

The evil of secret societies in the high school of Brockton, Mass., has led the school committee of that city to adopt the following rule:

"No member of a school fraternity, sorority or other secret school organization, or what may be considered a secret school organization by the school board, shall be eligible for any appointive class or school office, or as a candidate for any elective class or school office, or any elective or appointive, or scholastic, class or school honor, the right of diploma for graduation being excepted. All candidates for these positions, in order to qualify, shall prove their eligibility to the satisfaction of the school board."

Bremen, Ind. The board of education has recently passed a rule requiring all children who are absent on account of sickness to show a certificate of health from a physician before they can be readmitted. Under the supervision of Supt. Herman Wimmer, dental inspection of all pupils has been instituted recently.

The Hartford, Conn., board of school visitors has recently adopted the following rule to govern the demotion of high-school students whose work is unsatisfactory:

"Any member of the senior, junior or third class, whose average of scholarship shall be less than 5 on a scale of 10 during a period of twelve weeks, shall be assigned to a class below. Any member of the fourth class, whose average in scholarship shall be less than 5 during a period of eighteen weeks shall be assigned to a school below, except if he exceeds the mark of 5 in two full studies, he shall be allowed to remain."

The school board of Sioux Falls, S. D., has

recently granted permission to the high-school class organizations to hold dances in the gymnasium of the high-school building. A set of regulations adopted by the board limits the number of functions to one for each semester. The dances must be attended by chaperones and must close at 11 o'clock. No guests, not even members of the school alumni, are permitted so that by no possibility objectionable characters can obtain entrance. An effort is to be made to obviate competition in dress and to make the affairs as democratic as possible.

Worcester, Mass. The school committee has recently defined the duties and authority of its committee on buildings by adopting the following rule:

"The committee on schoolhouses shall consider every matter relating to the erection or alteration of schoolhouses, excepting high school buildings, and shall report in writing such recommendations in each case as it may deem expedient. It shall from time to time examine all the schoolrooms and schoolhouses in its charge, and report upon the sanitary condition thereof, shall see that such schoolhouses and appurtenances thereto are kept in good condition, and shall make such recommendations as to building and repairing as the interests of the schools require."

Elizabeth, N. J. The school board has recently amended its rule regarding vaccination to read:

"Previous successful vaccination or protection against smallpox shall be an essential condition of admission to any of the public schools either as pupil or teacher when required by the board of education, and it shall be the duty of the superintendent to require a strict compliance with said condition."

Brockton, Mass. To strengthen the efficiency of teaching corps, the school board has adopted a rule that no teacher be employed in the high school who has not had one year's experience as a high school teacher; and none in the grades who has not had one year's experience as a teacher, or is a graduate of a normal school with five months' training experience.

Hastings, Neb. The school board has recently adopted a rule prohibiting the allowance of claims against the district, unless accompanied by the written orders of its supplies committee.

Hartford, Conn. The board of school visitors has recently adopted the following rule:

"Supplies and materials shall not be furnished by any member of the board nor contracts for work or supplies be entered into with any member thereof."

## The Lawton Duplicator \$3.50 UP



Did you know that a machine is manufactured to save you work? With the Lawton Duplicator you only have to write one set of examination papers, music

or anything that you need 50-100 or 150 copies of. You then place this original copy on the face of the Duplicator, leave it there for three minutes, then you can make the required number of copies up to 150. After using the Duplicator you need not wash the ink out (as in the Hektograph) simply close and lay away until ready to use again. The Duplicator comes in 10 sizes, handsomely finished Oak Frame. An ornament as well as a useful machine.

Used by numerous large colleges and schools all over the United States and Canada.

**OUR GUARANTEE.** If machine does not give perfect satisfaction (you are to be the sole judge) we will refund your money if machine is returned.

Send for our Catalog "D" giving sizes and prices.

**The Hektograph M'f'g and Dup. Co.**  
42 Murray St., New York City



## Bubbling Drinking Fountains

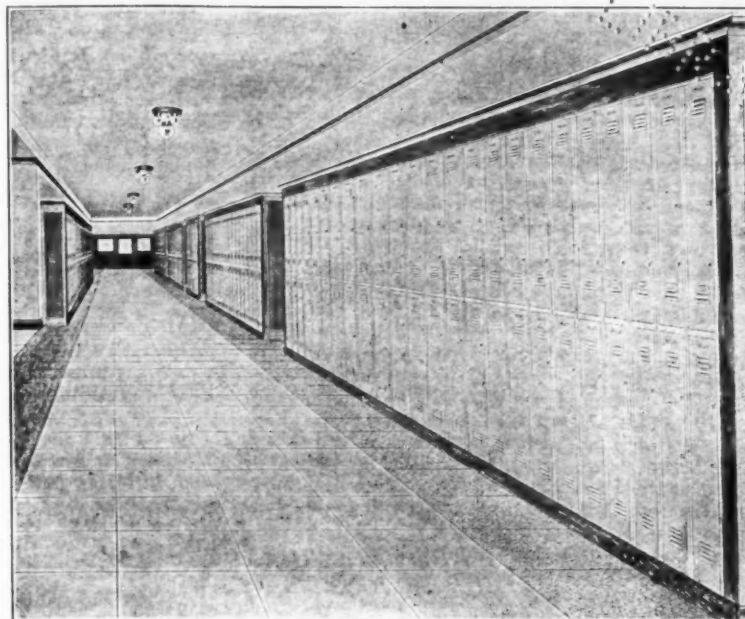
### and Paper Towels

We have just mailed our catalogue to every school superintendent, college president and school committeeman in the United States. If this has not been delivered, kindly let us know and we will freely forward another. We are manufacturing ten different styles of self-closing bubbling fountains for schools. We are the oldest and largest manufacturers and our experience is at your disposal. If you have not received our letter with sample paper towel enclosed, write us immediately.

## Springfield Sanitary Drinking Fountain Co.

CHICOPEE, MASS.

## Durand Steel Lockers



A typical high school corridor installation

Durand Steel Lockers are the accepted standard lockers for schools and colleges. Fireproof and sanitary.

SEND US YOUR INQUIRIES

High Schools, etc., recently equipped with Durand Steel Lockers:

Charleston, Ill. State Normal  
Los Angeles H. S.  
Temple, Texas H. S.  
Waukegan, Ill. H. S.  
Bovey, Minn. H. S.  
Marble, Minn. H. S.  
Coleraine, Minn. H. S.  
Aurora, Minn. H. S.  
Janesville, Wis. H. S.

Kenmare, N. D. H. S.  
Clay Center, Kans. H. S.  
Monmouth, Ill. H. S.  
Dallas, Texas, H. S.  
Broadway H. S., Seattle, Wash.  
Baldwin School, Bryn Mawr, Pa.  
Northwestern College, Naperville, Ill.

Evanston Academy, Evanston, Ill.  
New York State School of Agriculture at Morrisville and Alfred, N. Y.  
State Normal School, Carbondale, Ill.  
Univ. of Calif., Berkeley, Calif.  
Salmanca, N. Y.

## DURAND STEEL LOCKER CO.

425 VANDERBILT BLDG.  
NEW YORK, N. Y.

530 AM. TRUST BLDG.  
CHICAGO, ILL.

### TEACHERS' SALARIES.

Somerville, Mass. The school board has recently voted to increase the pay of all teachers \$50 per year.

Baltimore, Md. The school board has increased the pay of vice-principals of elementary schools from \$1,100 to \$1,200.

The Women Teachers' League of Norfolk, Va., has petitioned the board of education of that city to equalize the salaries paid to men and women teachers on a basis of training and experience rather than sex. They have asked that the pay attached to a given position be determined by its importance irrespective of the person who fills it.

Albany, N. Y. The salaries of all elementary principals have been raised from a maximum of \$1,900 to \$2,100.

Chicago, Ill. The pay of 6,500 teachers has been raised recently by the board of education. Only kindergarten teachers, of whom there are about 250, were excepted from the salary increase.

The scales of increase vary for the different grades of teaching, ranging in increases of from \$100 to \$500. Most of the scales provide for a gradual increase to the maximum, raising the wages from \$50 to \$100 on the year from the minimum to the maximum, which is reached in most cases in four years. Some teachers, however, are to receive \$100 increases of salary every year until the maximum is reached, at eight and nine years.

Following is a list of the old and new salaries: Teachers of drawing and singing, elementary schools, old maximum, \$1,800; new maximum, reached in eight years, \$2,200.

High school teachers, old maximum, \$2,100; new maximum, tenth subsequent year, \$2,600.

Teachers of physical education, music, art and manual training in high schools, set at \$1,400 first year; \$2,200 in ninth and subsequent years.

Teachers in high schools holding limited certificates as instructors as teachers of French,

German, commercial subjects or household arts, salaries set at \$1,350 first year; \$1,700 in seventh and subsequent years.

Teachers of music in high schools, set at \$1,400 first year; \$1,900 in sixth and subsequent years.

Head assistants in elementary schools, old maximum, \$1,300; new maximum, reached in fifth year, \$1,500.

Upper grade teachers, present maximum, \$1,125; new maximum, reached in fourth year, \$1,225.

Elementary teachers of the primary grades, old maximum, \$1,075; new maximum, reached in the fourth year, \$1,175.

Teachers of grammar grades, present maximum, \$1,100; new maximum, reached in fourth year, \$1,200.

Teachers of the deaf and teachers in schools for crippled children, present maximum, \$1,200; new maximum, reached in the fourth year, \$1,300.

The changes are to be effective at once. Teachers who have already reached their old maximum salaries and have served long enough to be eligible under the new maximum schedule, will receive the new salary.

Fitchburg, Mass. The teachers in the public schools in the grades below the high school have had their salaries increased from \$680 to \$720 a year by the school board. The board, however, voted to pay the maximum salary of \$720 to only those teachers who have been in the service for eight years.

St. Paul, Minn. The school board has recently fixed the pay of substitute teachers at \$2.50 for each day of service, regardless of the class taught. The former arrangement permitted substitutes to draw \$60 for twenty days' service in a single month, while many regular teachers only receive \$45.

By unanimous vote of the school board, the salaries of all white teachers in the New Orleans public schools, except the principals of the high and normal schools, have recently been

increased. The increases in the elementary schools are \$5 a month for all grades below the seventh, and \$10 for the seventh and eighth grades. The salary of Superintendent J. M. Gwinn has been advanced from \$4,000 to \$5,000, and the salaries of the two assistant medical inspectors have been each raised \$15 per month.

The scale of salaries, which went into effect January first, is as follows:

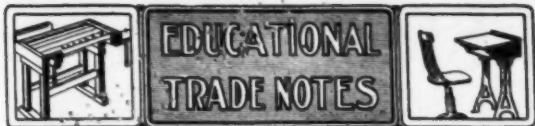
Elementary Schools—First year teachers \$50, second year \$55, third and fourth years \$60, fifth and sixth years \$65, seventh, eighth and ninth years \$70; tenth year \$75. Seventh and eighth grade teachers \$5 per month additional. Vice principals \$5 per month in addition to their grade salaries, provided that no vice principal shall receive less than \$75 per month. Acting vice principals \$5 per month in addition to their grade salaries.

Normal School—Principal \$170, unchanged; vice principal, from \$125 to \$135; assistants, first and second years, \$75; assistant, third and fourth years, \$80; assistant, fifth year, \$85; assistant, sixth year, \$85 to \$90; assistant, eighth year, \$90 to \$100; assistant, ninth year, \$90 to \$105; assistant, tenth year and upwards, \$100 to \$115; secretary, \$70 to \$75.

High School No. 1—Principal \$275, unchanged; vice principal, \$170 to \$180; assistant, first year, \$100, unchanged; assistant, second year, \$110, unchanged; assistant, third year, \$120 to \$125; assistant, fourth year, \$130, unchanged; assistant, fifth year, \$130 to \$135; assistant, sixth year, \$130 to \$140; assistant, seventh year, \$140 to \$145; assistant, eighth year, \$140 to \$150; assistant, ninth year, \$140 to \$155; assistant tenth year and upward, \$150 to \$165; secretary and assistant, \$150 to \$155.

High Schools Nos. 2 and 3—Principal \$170, unchanged; vice principal \$125 to \$135; assistant, first year, \$65, unchanged; assistant, second year, \$70, unchanged; assistant, third year, \$75, unchanged; assistant, fourth year, \$80, unchanged; assistant, fifth year, \$80 to \$85; assistant, sixth year, \$80 to \$90.



**AN IMPORTANT ANNOUNCEMENT.**

Approximately \$100,000 will be saved to school boards and school systems of the South every year by the ruling of the Southern Classification Committee on school furniture and parts, effective February 26, 1912. It seems that for years past the railroads have classified school furniture with freight of the fourth class. Beginning with the date just mentioned, school furniture will be classified under the third rate, which means a cut per car, shipping from northern points, from approximately \$288 to \$90.

It seems that the Interstate Commerce Commission is at present receiving suggestions and changes from the various classification committees in charge of the different sections of the country. The school furniture proposition has been up time and again, although none of the classification committees have seen fit to make any adjustments. Now, however, the Southern Classification Committee announces the changes for all shipments south of the Ohio river, and this should be the beginning of other rulings made by the Western and Eastern Classification Committees.

Space will not permit a discussion of the importance of this ruling. It is unquestionably the most interesting and important announcement which has been made in many years. School people generally are inclined to ignore economies such as this, since the expenditure is always made from public money and must be levied from special and general school taxes or taken from the school funds apportioned, according to the systems in vogue in the different cities.

The idea of economy irrespective of where money comes from should be dominant with every school board, and school officials generally. If, as in the present case, only \$100 could be saved as against \$100,000, school board members and school officials generally ought to leave no stone unturned to effect the saving. However, there is professional pride mixed with nonprofessional lethargy, which so often ignores the elements of economy until the reformer makes his appearance. We should not wait for the reformer to start things, but avail ourselves of opportunities such as this.

It is to be hoped that wherever school officials can bring this matter before the members of the Western or Eastern Classification Committees, or wherever further appeals can be made to any of the officials in charge of this matter, an earnest and consistent effort will be made to obtain the change of rate throughout the country from the fourth to the third classification. The matter is of interest to school boards, primarily, since all school furniture is shipped F. O. B. at the factory and the manufacturers pay no freight charges.

The Columbia School Supply Co. of Indianapolis, Ind., and the Southern Seating Co. are to be complimented for their efforts with the Southern Classification Committee in securing this very satisfactory adjustment. Their activity was unselfish in every way, since as already mentioned it is an established custom that manufacturers arrange contracts to read F. O. B. at the manufacturing point. It is to be hoped that this will only be the forerunner of a universal announcement of lower freight rates on equipment and school furniture throughout the country.

**Establishes New House.**

Mr. J. D. Williams, late president of Atkinson, Mentzer and Perkins, announces the organization of the firm of J. D. Williams & Co. Mr. Williams is best remembered as western manager of Chas. E. Merrill Co. His activity in the book field goes back about two decades, including sixteen years spent as western representative for the Merrills.

**The Combined Experience**

of Three Generations of Geographers is back of every Johnston Map and Globe.  
A. J. Nystrom & Co., 86-88 Lake St., Chicago  
Sole United States Agents

**"How to Buy at Factory Prices"**

Physical Apparatus, Chemical Apparatus and Glassware, Laboratory Supplies, Microscopes and Accessories, Apparatus in Sets, etc., for School Science Laboratories.

OUR 1912 CATALOG TELLS HOW.  
SEND FOR IT. IT'S FREE.

**CHICAGO APPARATUS CO.**  
557 West Quincy Street Chicago, Ill.

The first book to be published by Mr. Williams is a language book written by himself. Other books will shortly appear. For the present no further announcements are made with the exception of a companion volume to the language book for upper grades.

**Issue New Catalogue.**

Laird & Lee, publishers, Chicago, have just issued a new dictionary catalog covering all the lexicons now appearing from the offices of this company. The catalog is unusual in several ways and is interesting from cover to cover.

In the first place, the unusual size of this catalog will give every interested party an excellent understanding and appreciation of what these books are. The illustrations, reproductions and type pages are such as will require no further explanation. It needs but a glance to understand and appreciate the difference in the various books, the important features of each, the type arrangement and pages, etc.

Of interest are the splendid illustrations which have been incorporated in this catalog. The publishers have spared no expense to reproduce color plates, special inserts, maps, etc., which form such a large part of the dictionaries.

School officials are advised, as a matter of interest, to secure a copy of Laird & Lee's catalog of dictionaries.

Dow Wire & Iron Works, of Louisville, Ky., have just completed, among many other installations of their fire escapes, five schools at Springfield, Mass., seven at Lynn, Mass., and two at Manchester, N. H.

The Peck-Hammond Company, of Cincinnati, Ohio, announces that John L. Elckberg and Mr. W. Roy Elckberg are no longer in the employ of this company.

C. I. Wimmer & Co. have recently installed window shades at Sayre, Okla., Pecos, Tex., Arcadia, Tex., Ville Platte, La., Duluth, Minn., West Jefferson, Ohio, London, Ohio, Oxford, Ohio, Greenville, Ohio, and Audubon, Ia.

Mr. A. T. Torge, for the past five years assistant secretary of state in Wisconsin, succeeds Mr. W. S. Shearer as representative of Silver, Burdett & Company in the Badger state. Mr. Torge will make his headquarters at Madison.

**A Language Book.**

By James Douglas Williams, 240 pages. Cloth. Price, 40 cents. Published by J. D. Williams & Co., Chicago.

Here is something absolutely new. Just think of a language book not telling you in the first paragraph what English Grammar is. This book starts out on a new idea and will be welcomed by every teacher of English throughout the land.

The author in starting his language book completely reverses the order of things. Instead of instructing teachers at the close of every section of his book to "have pupils form sentences on etc.," he suggests the ideas of the world and its beauty, the springtime, the flowers and so on, leading to suggested ideas and finally related ideas contained in the sentence. Then all of a sudden the definition of a sentence is sprung, as it were, and the child has logically and along the lines of greatest interest absorbed the idea.

And so the author goes on from cover to cover rambling as it were through the fields, the forests, through night and day, summer and winter, city and country, all, however, well organized and well arranged in a most delightful language book. Through it all there is splendid order and arrangement and always the idea of the book predominates.

**Play Outfit No. X-1100**

*For the Schoolyard*

*Popular and Efficient*

*Safe and Durable*

**A. G. Spalding & Bros., Inc.**

CHICOPEE, MASS.

The physical or mechanical makeup of the book is excellent. The illustrations are executed with a touch and nicety that is enviable. Of course, they play a very important part in their relation to the manuscript, because of the underlying idea of the language book. The cover is very interesting and encloses a book which should have a future before it.

**Mr. Tucker's Jubilee.**

The leading school book publishers of the United States combined on January 20th to pay a tribute of esteem and respect to Mr. Gilman H. Tucker, secretary of the American Book Company, who this year is entering upon his fiftieth year of service as a bookman. It is few men, indeed, who can look back at the age of seventy-six upon such an enviable career in so useful a business as that of textbook publishing, as Mr. Tucker. Few, indeed, retain at that age such good health, strength and intellectual alertness as he.

The dinner in Mr. Tucker's honor was held at the University Club, New York City. The presiding officer of the evening was Mr. George A. Plympton of Ginn & Company. The speakers included the oldest men in the book trade. Mr. Charles Scribner, president of Charles Scribner's, referred in his address to the close association of Mr. Tucker with his father and of his connection with the Scribner firm. Mr. Charles E. Merrill, of the C. E. Merrill Company, spoke of Mr. Tucker's labors in behalf of the School Book Publishers' Association, and W. W. Appleton of D. Appleton & Company, referred to his strong judicial faculties.

Representing Mr. Tucker's associates in the American Book Company, Mr. H. T. Ambrose, president of the firm, expressed the appreciation which the officers and employees had for Mr. Tucker, both as a man and co-worker. Mr. John Arthur Greene also spoke for the firm. Other speakers included Mr. W. E. Pulsifer, president of D. C. Heath & Co.; Mr. Burgess Johnson, president of Thompson-Brown Co., and Mr. W. D. Crump, president of the B. F. Johnson Publishing Company, Richmond, Va.

The publishers who were present included in addition to the speakers: Mr. Frank A. Fitzpatrick, Boston; Judge Charles N. Taintor, L. M. Dillman, Chicago; Frank R. Ellis, Cincinnati; E. H. Butler, Philadelphia; A. G. Baker, Springfield,





# The Moulthrop Movable and Adjustable School Chair

*The School Seat of the future*

Increases the capacity of your schoolroom.  
Increases the utility of your buildings.  
Increases the efficiency of your scholars.

7 Sizes 3 Designs

FINISHED TO MATCH  
SCHOOL DECORATIONS

Manufactured by

**LANGSLOW, FOWLER CO.**  
Rochester, N. Y.

*These things you are striving to do*

You can do it by adopting the

**MOVABLE AND ADJUSTABLE CHAIR**

*Write us for particulars*

Mass.; Chas. F. Cowperthwait, Philadelphia; F. M. Ambrose, R. S. Thompson, Parker P. Simmons, Dudley G. Tucker, Dr. J. H. Huddleston, Everett Yeaw, W. J. Button, Geo. W. Benton, A. V. Barnes, Chas. B. Batt, Richard S. Barnes and L. R. Reibold, New York City.

## AMONG BOOKMEN.

B. D. Berry & Co., Chicago, is represented in the field by Mr. F. D. Preston and Miss Josephine Woodcock. Both travel from the home office.

Mr. Louis J. Baldwin, formerly in charge of the truant classes of the city of Los Angeles, has entered the employ of Silver, Burdett & Co. He will cover the southern half of California and Arizona.

Mr. J. P. Kennedy has recently taken charge of central and northern California for Silver, Burdett & Co. He makes his headquarters in San Francisco.

J. H. Beers, formerly connected with the Educational Publishing Co., has recently joined the Pacific Coast agency of the Macmillan Company and has been assigned the northern and central California territory.

Mr. F. W. Arbury, who represents Silver Burdett & Company in the state of Michigan, has recently bloomed forth in an entirely new line of work. He has become a musical impresario and his first venture as a producer is a new Michigan hymn. The song was written by Douglass Malloch, editor of the American Lumberman of Chicago, and was set to music by W. Otto Miessner of Oak Park, Ill. It was first reproduced by the students of the Painesdale high school who sang it at the convention of the Upper Peninsula Educational association.

## EDUCATIONAL CONVENTION CALENDAR.

Mar. 7-8. Annual Conference of Teachers of Southeast Kansas at Independence.

Mar. 13-14-15. Central California Teachers' Association at Fresno.

Mar. 14-15-16. Northeastern Minnesota Educational Association at Duluth.

Mar. 14-15-16. Southeastern Minnesota Educational Association at Rochester.

Mar. 15-16. Central Illinois Teachers' Association at Decatur. H. B. Wilson, president.

Mar. 15-16. Northern Colorado Teachers' Association at Boulder.

Mar. 21-22-23. Northern Minnesota Educational Association at St. Cloud. F. E. Lurton, president, Anoka, Minn.

Mar. 22-23. North Central Association of Colleges and Secondary Schools at Chicago.

Mar. 27-28-29. Southwest Nebraska Teachers' Association at McCook.

Mar. 27-28-29. Southeastern Nebraska Educational Association at Beatrice. L. S. Wolford, Pawnee City, secretary.

Mar. 28-30. East Central Nebraska Teachers' Association at Fremont. Mrs. E. B. O. Williams, secretary.

Mar. 28-29-30. South Carolina State Teachers' Association at Charleston.

Mar. 29-30. Superintendents and Supervising Principals' Association of Wisconsin at Milwaukee. Supt. B. E. Nelson, president, Racine, Wis.

Mar. 29-30. North Nebraska Teachers' Association at Norfolk. Emma R. Miller, secretary.

Mar. 29-30. Department of Superintendence of the Minnesota Educational Association at St. Paul. W. B. Dyer, president.

Mar. 29-30. Brown University Teachers' Association at Brown University, Providence, R. I. Walter B. Jacobs, secretary, Providence.

Apr. 3-4-5. Southern Educational Conference at Nashville.

Apr. 3-6. Inland Empire Teachers' Association at Spokane, Wash.

Apr. 4-5-6. Southeastern Iowa Teachers' Association at Grinnell. Cap. E. Miller, president.

Apr. 4-5-6. Alabama Educational Association at Birmingham.

Apr. 4-5-6. Southern Illinois Teachers' Association at Mt. Vernon. May S. Hawkins, secretary.

Apr. 4-5-6. Northern Indiana Teachers' Association at Chicago, Ill. H. B. Brown, Valparaiso, president.

Apr. 4-5-6. East Tennessee Teachers' Association at Johnson City. J. R. Lowry, president.

Apr. 4-5-6. Middle Tennessee Teachers' Association at Murfreesboro. J. D. Jacobs, county superintendent.

Apr. 6. Association of Teachers of Mathematics of the Middle States at Syracuse, N. Y. I. J. Schoatt, University of Pennsylvania, president.

Apr. 11-12-13. Louisiana Teachers' Association at Alexandria. T. H. Harris, state superintendent of public instruction.

Apr. 12-13. Wisconsin School Arts and Home Economics Association at Eau Claire. Sophie H. Harris, Milwaukee State Normal School, secretary.

Apr. 13. Central California Teachers' Association, at Fresno.

Apr. 18-19. Michigan Association of Superintendents and School Board Members at Lansing. J. M. Frost, president, Muskegon.

Apr. 18-19-20. Northeast Kansas Teachers' Association, at Leavenworth.

Apr. 19-20. Fifth general session, Conference for Education in Texas, at San Antonio, Tex. C. N. Ousley, president, Forth Worth, Tex.; Lee Clark, general agent, Austin, Tex.

April 19-20. Central Missouri Teachers' Association at Warrensburg.

Apr. 30-May 3. International Kindergarten Union at Des Moines. Mabel MacKinney, president, Brooklyn, N. Y.

May 1-2-3-4. Western Drawing and Manual Training Teachers' Association at Cincinnati, O. F. D. Crawshaw, University of Wisconsin, Madison, Wis., secretary.

May 2-3-4. Mississippi Teachers' Association at Gulfport. H. L. McCleskey, secretary.

May 8-9-10. Eastern Manual Training and Art Teachers' Association at Baltimore, Md. C. V. Kirby, president.

May 9-10-11. American Federation of Arts at Washington, D. C. L. Mechlin, assistant secretary.

May 10-11. Association of Public Superintendents of Connecticut at Meriden, Conn. Edgar C. Stiles, vice-president.

May 13-17. County superintendents of Missouri at Jefferson City, Mo. D. W. Clayton, Mt. Vernon, Mo.

May 30-31. National Society for the Study and Prevention of Tuberculosis at Washington, D. C. Philip P. Jacobs, assistant secretary, New York, N. Y.

June 24-27. Catholic Education Association at Pittsburgh, Pa. Rev. F. W. Howard, secretary, Columbus, O.

June 24-28. Catholic Education Association at Pittsburgh. F. W. Howard, secretary general, Columbus, O.

June 25-26-27. Kentucky Educational Association at Louisville.

June 25-26-27. Ohio State Teachers' Association at Cedar Point. W. E. Kershner, secretary-treasurer.

June 25-26-27. Kentucky Education Association at Louisville. Mrs. Cora Stewart, Morehead, Ky.

June 25-28. Maryland State Teachers' Association at Braddock Heights. Earle B. Wood, president, Rockville.

July 2-3-4. American Institute of Instruction at North Conway, N. H.

July 5. Southern Kindergarten Association at Knoxville, Tenn. Marion S. Hancel, Schoolfield, Va.

As a means of better fire protection the Rock Island, Ill., school board has recently ordered that a fire extinguisher be placed in every school boiler room and in every manual training shop.



## LEWIS & KITCHEN

Contractors for the introduction of  
HEATING AND VENTILATING APPARATUS  
Manufacturers of Steel into  
ADSUSTABLE DIFFUSERS, WATER TIGHT  
ROOF VENTILATORS, SANITARY  
PARTITIONS

CHICAGO

KANSAS CITY



## ALABAMA.

Albertville—Plans have been discussed for re-erection of the Seventh District Agricultural school; \$50,000.

## ARKANSAS.

Argenta—Plans have been discussed for erection of high school; \$75,000. Fayetteville—Contract awarded for new educational building at state university. Benton—Arch. F. W. Gibb, Little Rock, has plans for high school.

## CALIFORNIA.

Whittier—Proposals were received January 24 for erection of school. Los Angeles—Archts. Gentry & Schultz have plans for one-story school at Mt. Washington; \$5,000. Bids received February 1. Archts. Eager & Eager have plans for 8-room school. The board recommended that Archts. Withey & Davis prepare plans for 4-room school and that plans for a bungalow school building be prepared by A. H. Daum, supervisor of construction. Cucamonga—Arch. Scott Quinlan, Los Angeles, has plans for 12-room school; \$35,000. Delano—Proposals have been received for school, Joint Union High School District of Delano. Fresno—Bids have been received for school, Cantua School District; C. W. Casbolt, clerk. Los Angeles—Sites have been selected for East Los Angeles high school and Los Angeles normal school, high school to cost \$150,000. Riverside—Plans are being discussed for erection of school, St. Francis de Sales Church; \$20,000. Walnut Creek—Bids have been received for grammar school in Central district; cost, \$12,000-\$15,000; Louis D. Stone, architect, Oakland. Niles—Plans for erection of two schools have been formulated by the citizens. It is proposed to issue \$20,000 in bonds for site and buildings. Oakland—The city council has approved the purchase of 100 pieces of land for school sites. Coronado—The school trustees plan to erect school; \$60,000. El Centro—Bids have been received for group of buildings (mission type) for Central Union high school, Central Union High School District; F. T. Harris, Redlands, architect. Woodland—Arch. W. H. Weeks, San Francisco, has plans for high school. Ontario—Bids were received March 1 for high school, Chaffey Union High School District. Wilmington—Archts. Allison & Allison, Los Angeles, have plans for 2-story grammar and high school; \$50,000; will take bids at once. San Diego—Bids will be received until March 4 for high school; Quayle Bros. & Cressy, architects.

## COLORADO.

Colorado Springs—Plans have been submitted for high school by Archts. McLaren & Thomas. Manitou—Bonds for gymnasium and assembly hall of Manitou School District have been sold.

## CONNECTICUT.

South Norwalk—Arch. Jos. A. Jackson, New York City, has plans for 3-story school. Waterbury—Sites have been considered for school on northwest side. Meriden—Money is being raised for school, St. Joseph's church. \$225,000, bonds, voted for public high school; David Gibbs, superintendent.

## DISTRICT OF COLUMBIA.

Washington—Proposals were received February 15 for manual training school on O Street.

## FLORIDA.

Fort Pierce—Site has been purchased for high school.

Fort Meade—Contract has been let for high school; \$25,000. Gainesville—Contract has been let for high school; \$40,000; W. R. Biggers, architect, Tampa.

## GEORGIA.

Quitman—\$40,000, bonds, have been voted for school building purposes. Address John F. McCall, chm. Bainbridge—\$50,000 has been voted for new building, to include laboratory and domestic science rooms. Fort Gaines—\$20,000 has been voted for school. Tifton—High school building is being discussed.

## IDAHO.

Genesee—Bids have been received for school; H. Nebelsieck, clerk. Arch. C. Z. Hubbell, Spokane, is receiving bids for high school. Lewiston—Residents of Lewiston Orchards have selected site and preliminary steps were taken for erection of school. Address F. D. Webb, Moscow—Bids have been received for high school, Independent School District No. 5.

## ILLINOIS.

Oak Park—Arch. E. E. Roberts, Chicago, has plans for one-story school. Hammond—Arch. Geo. W. Ashby, Chicago, has plans for 13-room school, West Hammond; figures received February 14. Streator—Arch. W. G. Foster has plans for 3-story parochial school; \$35,000. Rev. Biskupshi, pastor, St. Stephen's Church; figures will be received this spring. Batavia—Arch. F. R. Schock, Chicago, has plans for erection of high school. Springfield—Propose erection of parochial school; Rev. Fr. Howard, pastor, St. Agnes Church. Rock Island—Competitive drawings for manual arts building were received February 15. Sterling—Plans have been approved for 10-room parochial school. Chicago—Moses Montefiore Hebrew Free School will erect 4-story school building; \$60,000. Gibson City—Plans have been discussed for erection of grade school. Hamilton—The citizens voted to erect a school; \$20,000. Peoria—Plans and specifications have been submitted by Archts. Reeves & Baillie for proposed Greeley school. Springfield—The board has received plans of Edward Anderson for four grade schools. Mt. Pulaski—The township high school board is considering sites for high school. Contract for planning grade school let to Archts. Reeves & Baillie, Peoria. Chicago—2-story and 1-story school will be erected; \$100,000; A. F. Hussander, architect. Virginia—Archts. Deal & Ginzle, Lincoln, chosen as architects for high school to be rebuilt. Bond issue of \$20,000 is proposed. Geneva—Arch. Wm. C. Zimmerman, Chicago, has plans for girls' training school; \$75,000. Mattoon—Proposals will be received March 6 for two 9-room schools; Hewitt & Anderson, architects, Peoria.

## INDIANA.

Brazil—Arch. M. Johnson has plans for 2-room school, Jackson township. Alfordville—Several one-room country schools are contemplated for Reeve township; R. V. Cox, trustee. Montgomery—Erection of township high and grade school is contemplated in the spring; George B. Drew, trustee, Barr township. New Salem—Arch. Layton Allen, Indianapolis, has plans for 2-story school. Bids were received February 15. Scottsburg—The school board wants plans for high school building; E. L. Hughbank, president. Goshen—Archts. Dunlap & Van Arman, Indianapolis, have plans for 4-room school; J. W. Replogle, secretary. Hebron—10-room township high school will be erected in the spring; E. E. Dilley, trustee.

## Architects Directory

Have You in Your Files

### ASHBY'S

DESIGNS OF

### SCHOOLS and LIBRARIES

The most complete book of its kind ever published

We develop your ideas into a practical set of plans and specifications which can be executed to the smallest detail. You can build within your means and to your entire satisfaction.

"Ashby's Designs of Schools and Libraries," containing 93 designs (perspective and floor plans) of schools ranging from one to thirty rooms, will be sent to those interested in the erection of school buildings.

NO BUILDING IS TOO LARGE OR TOO SMALL FOR OUR  
PERSONAL AND PROMPT ATTENTION.

G. W. ASHBY, Architect, Medinah Bldg., Chicago, Ill.

## GEO. W. PAYNE & SON

School House Architects

Carthage, Illinois

Special attention given to the proper lighting, heating and ventilation of schools. Correspondence solicited anywhere.

A handsome book of School Houses ranging from one room up (perspectives and floor plans) will be sent to School Committees that are interested in the erection of buildings for which plans have not been procured.

Rushville—Bids received February 15 for erection of school. Elkhart—Archts. Elwood & Elwood have plans for 4-room school, Baugo township; John D. Bristol, Elkhart. Lagrange—Arch. E. H. Turnock, Elkhart, has plans for 12-room high school. Indianapolis—Building to replace School No. 51 will be erected on Olney Street. Brookville—Archts. Dunlap & Van Arman, Indianapolis, have plans for 2-story school; \$30,000; Theodore Brown, trustee. Burlington—Arch. O. C. Collins, Frankfort, has plans for 2-story school; \$30,000; M. B. Thomas, trustee. Cutler, Clinton—Arch. A. Scherrer, Indianapolis, has plans for 6-room school to be erected this spring; Dr. Geo. Jackson, secretary. Hartsville—Archts. Dunlap & Van Arman, Indianapolis, have plans for 4-room school; bids will be received this spring by the secretary of the board. Taylorsville—Archts. Dunlap & Van Arman, Indianapolis, have plans for 4-room school; bids received about March 1 or 15. Andrews—The school trustees of Andrews and Dallas townships contemplate erection of central high and grade school. Newcastle—Arch. C. E. Bacon, Indianapolis, has plans for 8-room and 4-room school; \$25,000 and \$15,000; L. C. Boyd, president, board of education. Broad Ripple—Figures will be received about March 4 for 2-story school building; \$30,000; H. L. Bass & Co., architects, Indianapolis. Kingman—Bids will be received this spring for 6-room school; \$18,000; M. L. Carr, architect, Indianapolis. Richmond—Plans have been completed for 8-room school; Archts. W. S. Kaufman & Son will receive figures. Glenwood—Archts. W. S. Kaufman & Son have plans for 4-room school building. Crawfordsville—Arch. W. F. Sharp has plans for 3-room school; will advertise for bids soon; C. V. Hodgkin, trustee. Camden—Bids have been received for school, Jackson township.

## IOWA.

Waterloo—Arch. M. B. Cleveland has plans for 8-room school; \$28,000; figures received February 10. Albia—Archts. C. A. Dieman & Co., Cedar Rapids, will prepare plans for high school; \$75,000; C. W. Smallwood, secretary. Clear Lake—The board is considering plans to erect two schools, one for high school use; cost, \$100,000 to \$125,000. Remsen—Bids were received February 1 for school; Nicholas Kass, secretary, school board. Manchester—Arch. J. G. Ralston, Waterloo, will prepare plans for high school. Oskaloosa—Wheat Grow rural school will be rebuilt. Fort Dodge—Sites are being considered for school at Reynolds Park. Oakland—

## THE PECK-HAMMOND CO.

### Heating and Ventilating Engineers

CINCINNATI, OHIO

Are prepared to furnish any system of heating and ventilation desired

ALSO

Automatic Flushing and Dry Closets

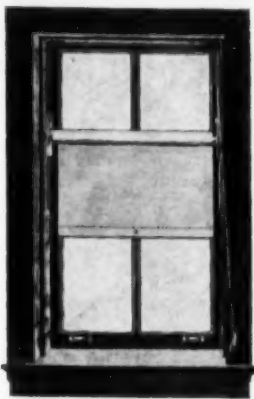
WRITE US

## Russell Sewage Disposal System

607 Marquette Bldg., CHICAGO, ILL.

Costs no more than cesspool or privy vault, never needs cleaning, no typhoid germs. For closet in house, or outside closet. Have your architect specify the Russell System for your school building.





### The Elastic Lock Adjustable Shade Fixture

Positively adjusts itself to uneven surfaces. Can be attached to shades already in window.

Regulation and control of light very important to consider in modern school buildings. We have solved the problem in a positive, substantial and sanitary manner.

Let us demonstrate it.

**H. B. DODGE & CO.**  
332 So. Michigan Ave. CHICAGO



### DRAPER'S "SANITARY" Adjustable Window Shade

Will expose all the window without dropping below the window sill. Rolls up from top or bottom. Our rollers will not run away. They are provided with a positive stop or locking device that automatically catches the roller by means of a GRAVITY hook the moment the operator releases his hold upon the bottom pull.

Shades are shipped complete and fully adjusted. You insert only two screws through the pulley into the window cap. Guaranteed not to become inoperative within four (4) years.

We manufacture a cotton duck shade that operates without a roller, and may be folded to one-seventh its length at one operation, adjusting from either top or bottom.

Send us your estimates and we will send you samples that will explain the workings of our shades in every detail. We prepay express charges on samples.

**LUTHER O. DRAPER SHADE CO.**  
SPICELAND, INDIANA

Arch. John C. Woodward, Council Bluffs, has submitted plans for school. Clarinda—The board of education plans erection of school. Davenport—Davenport Academy of Science plans erection of building on river front. Address Judge Nathaniel French. Mason City—Site has been purchased for proposed school. University Park—The citizens have discussed erection of school to cost \$8,000. Wellman—Site has been selected for 10-room school; O. H. Carpenter, architect, Iowa City. Mt. Airy—The school board will ask for sketches and bids for school building. Estherville—Bonds have been voted for school to cost \$65,000. Fairfield—\$60,000, bonds, have been voted for school. Parnell—\$6,500, bonds, have been voted for school. Sioux City—Arch. F. E. Colby will prepare plans for 2-story school building; \$30,000. Will vote March 11 on bond issue of \$75,000. Riceville—Proposition carried for bond issue of \$10,000 for erection of school building. Red Oak—Arch. J. C. Jensen, Council Bluffs, has preliminary plans for 2-story school.

**KANSAS.**  
Newton—\$85,000, bonds, have been voted for erection of high school and site for same; B. O. Hagen, clerk, board of education. Bucklin—Arch. R. A. Curtis, Kansas City, Mo., has plans for 2-story school; \$20,000; C. D. Jennings, president, board of education. Fort Scott—Arch. J. H. Felt & Co., Kansas City, Mo., have plans for 2-story school. Bids received February 1. Pittsburg—\$20,000, bonds, have been voted for colored schools. Cherryvale—Plans have been submitted for parochial school. Work will start at once. Leavenworth—Site has been considered for school at U. S. army post; \$35,000. Salina—The school board has authorized the preparation of plans and specifications for 4-room school, to be erected north of railroad tracks. Arlington—Plans have been discussed for erection of school. Lillis—2-room school is contemplated; \$6,000; C. E. Drummer, supt. of Marshall Co., Marysville, Kan.

**KENTUCKY.**  
Glendale—Grade school will be rebuilt. Paducah—Property on Guthrie Avenue purchased for proposed school. Cadiz—Plans and specifications have been completed for 2-story grade school; \$18,000. Work will begin May 1. Louisville—Arch. Emil Korell is preparing sketches for several school buildings.

**LOUISIANA.**  
Baton Rouge—Bids were received January 30 for erection of \$75,000 school. Lockport—The citizens voted for an issuance of \$25,000, bonds, for erection of high school. New Orleans—Bids have been received for Live Oak school; cost, \$60,000. Jonesboro—Contract has been let for high school; \$14,950. Thibodaux—Site purchased for school, east section of city. Independence—Contract has been awarded for high school; \$16,000; Wm. T. Nolan and Peter Torre, architects, New Orleans. New Orleans—City Architect Cristy is preparing plans for Twelfth ward industrial school to be erected on Laurel Street. Lake Charles—Central school building is contemplated; \$125,000. Florien—Bids have been received for 7-room school; W. S. Mitchell, parish superintendent.

**MAINE.**  
Bangor—Proposals were received February 13 for erection of high school; Peabody & Stearns, architects, Boston, Mass.

**MARYLAND.**  
Baltimore—24-room school will be erected, Fayette and Chester Streets, to replace school No. 27.

**MASSACHUSETTS.**  
Attleboro—Arch. Cooper & Bailey, Boston, have plans for 2- or 3-story school; \$100,000. Springfield—Sites have been considered for high school of commerce. Salem—Arch. Hartwell, Richardson & Driver, Boston, are preparing plans for 3-story practice school building, State Normal School, to be erected on Loring Avenue.

**MICHIGAN.**  
Detroit—Arch. Van Leyen & Schilling have plans for 2-story school, Church of the Assumption of the Blessed Virgin. Architects ready for figures. Ann Arbor—School building will be erected; \$20,000; G. J. Ray, secretary. Battle Creek—School will be erected, Urdandale suburb. Detroit—Arch. Baxter, O'Dell & Halpin have plans for 3-story kindergarten. Architects will take figures about April 1. Muskegon—Plans are

in progress for 2-story school building; \$40,000; John Emery, president, board of education. Muskegon Heights—High school will be rebuilt; 11 rooms, \$30,000; Frank Vroomann, secretary, board of education. Highland Park—Arch. Wells D. Butterfield, Detroit, has plans for 11-room school; proposals received. Saginaw—Arch. F. W. Hollister has plans for 2-story industrial school building; \$70,000. Lansing—Preliminary sketches have been received for 12-room school building; \$40,000; R. M. Cooper, clerk. Alma—Bids have been received for 2½-story high school; \$65,000; E. M. Wood, architect. Flint—Figures will be received about April 15 for 12-room school building; \$60,000; Malcomson & Higginsbotham, architects; W. C. Lewis, clerk. South Haven—Figures will be received about March 4 for 2-story school building; \$40,000; H. L. Bass & Co., architects, Indianapolis, Ind.

**MINNESOTA.**  
Minneapolis—Arch. M. S. Stebbins has plans for school. Biwabik—Arch. Bray & Nystrom, Duluth, will prepare plans for high school, Dist. No. 241; details not decided. Halma—School will be erected this spring; \$10,000. Sauk Center—Bids were received February 15 for high school; Rudolph Hansen, clerk, school board. Wahkon—School will be erected. Bonds for \$25,000 will be issued. Minneapolis—Arch. E. L. Masqueray, St. Paul, has plans for school, Pro-Cathedral, Minneapolis; \$90,000. St. Paul—Arch. E. L. Masqueray has plans for 4-story seminary; \$60,000; architect will take figures. Virginia—Figures were received February 19 for erection of 2-story school; \$60,000. Eveleth—Arch. Bray & Nystrom, Duluth, have plans for 2-story school; \$50,000; figures received March 1. Brookpark—\$7,000, bonds, voted for erection of school; work will start soon. Rushmore—Preparations are being made for erection of school to replace burned structure. McIntosh—Arch. Alban & Hausler, St. Paul, have plans for 8-room school. Alberta—Arch. Alban & Hausler, St. Paul, have plans for 2-story school. Elmore—School will probably be erected this spring. Rochester—Erection of 2-story school has been sanctioned for St. John's parish; cost, about \$40,000.

**MISSISSIPPI.**  
Biloxi—\$50,000, bonds, are proposed for central school building. Address Mayor E. Glennan. Georgetown—Arch. H. N. Austin, Jackson, has plans for school building; \$5,000. Bids received February 15.

**MISSOURI.**  
Manchester—Arch. N. O. Vegley, St. Louis, has plans for 2-room school. Webster Groves—The board accepted plans for 8-room school to be erected in South Webster, probably on Selma Avenue; \$25,000. Bids have been advertised. Brookfield—Plans have been prepared for school, Church of the Immaculate Conception; \$17,000.

**MONTANA.**  
Vandalia—Bids were received January 20 for erection of 1- and 2-room school building, near city; John Betz, chairman. Mondak—\$8,300, bonds, will be issued for erection of school. Great Falls—The board is securing suggestions on high schools for use in the proposed building. Missoula—Plans have been prepared for manual training and domestic science building for Bonner school; cost, about \$16,000.

**NEBRASKA.**  
Maxwell—Arch. Bert Reynolds, North Platte, is preparing plans for school. Bonds for \$20,000 will be issued. Fremont—Site on Main Street has been purchased for high school building. Omaha—Plans have been discussed for school, St. Mary's parish, South Omaha; \$10,000; Rev. Fr. Muga, pastor. University Place—The board of education contemplates erection of school building.

**NEW JERSEY.**  
Atlantic City—Arch. H. A. Stout and W. B. Ribeneck have plans for 3-story school; \$100,000. Absecon—Arch. J. V. Mathis has plans for 2-story school; \$25,000. Ramsey—Arch. Chas. E. Sleight, Paterson, has plans for 2-story school; \$32,000. Bids received February 1. Elizabeth—Propose erection of high school. New Providence—Bids have been received for township school. South Orange—George E. Low, chairman of the building committee of the board, has been authorized to secure tentative plans for school building in Hilton section. Clifton—Arch. J. N. Pierson & Son, Perth Amboy, have

plans for 2-story school building, Matawan township; \$10,000.

**NEW YORK.**  
Brooklyn—Arch. C. B. J. Snyder has plans for public school, 173. Peekskill—Arch. Thomas Lamb, New York City, has plans for 8-room school; \$75,000. Cortland—Arch. J. Mills Platt, Rochester, has plans for 2-story school. New York—Arch. Arthur G. C. Fletcher has plans for 3-story parochial school; \$30,000. Address Ursuline Convent of St. Teresa's Mother Augustin, New Rochelle, N. Y. Contracts about to be let. Yonkers—Arch. C. C. Chipman, New York City, has plans for 2-story school; \$40,000. Proposals were received February 7. Albany—Bids were received about February 10 for 2-story high school. Rochester—Arch. Joseph Oberlies has plans for Lyell school; J. F. Nelligan, Holy Apostles School, Rochester. Syracuse—Plans have been prepared for two buildings at Rugby School. Troy—Arch. M. F. Cummings & Son have plans for 3-story school No. 14. Work will start at once. Schenectady—Two schools will probably be erected this summer. City may draw own plans. Fred Johnson, secretary, board of contract and supply. Millbrook—Arch. Wm. J. Beardsley, Poughkeepsie, has plans for 2-story school; \$12,000. Figures received March 1. White Plains—Arch. Wm. T. Towner, New York City, has plans for 2-story school; \$15,000. Bids will be received soon. Waverly—Arch. Wm. T. Towner, New York, has revised plans for high school. Contract has been awarded. Rochester—Gates school, on Field road, outside city limits, will be rebuilt. New York—Contract has been awarded for public school No. 174, East New York. Bids have been received for public school No. 115, Borough of Manhattan. Whitesboro—The citizens will vote this spring on issuance of \$45,000, bonds, for school. Albany—The city is considering erection of school building to replace school No. 14 on Trinity Place. C. W. Cole, superintendent. Camillus—Arch. E. H. Sackett, Syracuse, has plans for school building. Rome—Competitive sketches have been submitted for 3-story school building; \$50,000. G. A. Clyde, chairman, building committee.

**NORTH CAROLINA.**  
Smithfield—Arch. Sayre & Baldwin, Anderson, have plans for school building; \$20,000 to \$25,000. Bids received February 15. Charlotte—Proposals have been received for schools in First and Fourth wards, North Charlotte, Elizabeth and Seversville. Troy—Arch. Linthicum & Rose, Durham, have plans for school; \$20,000. Wilmington—Contract has been let for 6-room memorial school; Joseph Leitner, architect.

**NORTH DAKOTA.**  
Mandan—Erection of parochial school is contemplated in the spring. Address Rev. Fr. Collins. Fried—2-story parochial school will be erected. Adrian—Bids were received February 1 for school, Banner School District. Portland—The board of education contemplates issuing of bonds for school. Steele—The school board is considering plans for 2-story school. Wahpeton—Contract has been let for government buildings at Indian School. McClusky—Arch. Haxby & Gillespie, Fargo, have plans for 6-room school. Bids will be received March 12.

**OHIO.**  
Columbus—Arch. D. Riebel & Sons have plans for 2-story school; \$25,000. Massillon—Arch. Vernon Redding, Mansfield, has plans for 2-story high school; \$100,000. Marietta—Arch. Wilbur T. Mills, Columbus, has plans for 2-story high school; \$100,000. Chillicothe—Arch. J. F. Shebley, Cincinnati, has plans for 2-story parochial school; \$50,000. Rev. Halpin, St. Mary's R. C. Church, East Palestine—Arch. Howard & Merriam, Columbus, have plans for 2-story school; \$50,000. New Lexington—Arch. Wm. P. Ginther, Akron, has plans for 2-story parochial school; \$50,000. Rev. A. A. Cush, St. Rose's R. C. Church, Columbus—The board of education has appointed a committee to confer with Ohio State University in regard to a site for \$500,000 high school on university grounds. Bond issue will be voted May 11. Tiffin—Preliminary plans have been received for 2-story school; \$45,000. Toledo—Proposals have been received for erection of school, Stickney Avenue and Erie Street. Paris—High school will be erected; \$10,000. Sunbury—Proposals have been received for school. Cleveland—Arch. W. C. Jansen has plans for 2-story school, St.

### LIGHT FOR MODERN BUILDINGS



By having the shades hung on Johnson's Shade Adjusters. Now used in hundreds of schools and public buildings. Simple, Durable, Inexpensive. A permanent full size adjuster to School Boards prepaid. Send for booklet. R. R. JOHNSON, Mfr. 154 W. Randolph St. CHICAGO, ILL.



### High School Graduating Exercises

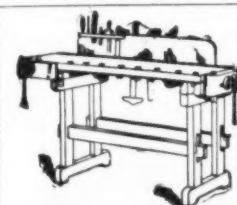
Are rendered Attractive and Impressive by the use of

### CAPS and GOWNS

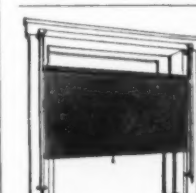
An economical uniform, saving time and money at a busy season; democratic in its unifying effect and appropriate in its academic significance. A trial will convince you of its practical value to your school.

WRITE FOR PARTICULARS OF SALE AND RENTAL

**Cotrell & Leonard**  
ALBANY, N.Y.



Headquarters for **SLOYD** Benches, Tools and Supplies of all kinds. Write for prices. **CHANDLER & BARBER** 122 Summer St., Boston, Mass.



**THE WIMMER** Shade "Adjuster" for lowering shade from the top for upper light and ventilation in the classroom offices, etc. **G. I. WIMMER & CO.** MFRS. Columbus, O.



## DOMESTIC SCIENCE EQUIPMENTS



Domestic Science Table No. 4

This is the strongest and most serviceable table now on the market. In use in hundreds of schools.

Equipped with cement fibre enameled top. Acid, heat and moisture proof.

Send for our Catalog  
Industrial School Appliances.

### E. H. Sheldon & Co.

80 N. May St.

CHICAGO, ILL.

Vitus Church. Bids received February 25. Toledo—Arch. Charles Nordhoff has plans for 2-story grade school; \$100,000. Figures received February 13. Milford—Archts. Bausmith & Drainie, Cincinnati, have plans for 12-room school; \$50,000. Figures received March 4. Dorset—2-story school building will be erected; \$12,000. C. C. Kennedy, clerk, board of education. Rising Sun—School will be rebuilt; 4 rooms, \$12,000; E. E. White, president, board of education. Cleveland—Plans have been drawn for 12-room school, to relieve Downing school, to be erected in the spring; \$70,000. Piqua—\$125,000, bonds, have been voted for high school building. Columbus—Plans have been discussed for erection of 2-story trade school building; \$175,000; J. H. McGill, director. Salem—Arch. A. Cameron has presented plans for school building. Details will be decided later. Hayesville—Archts. Stribling & Lum, Columbus, have plans for 2-story school, Pickaway township; \$25,000. Athens—Arch. F. L. Packard, Columbus, has plans for 2-story training school; \$75,000.

## OKLAHOMA.

Hunter—2-story school building is contemplated in the spring; \$8,000; George Rainey, county superintendent of schools, Enid. Oklahoma City—Arch. F. E. Fagerquist has plans in progress for 2-story grade school; \$20,000. Figures received February 20. Pondercreek—Archts. Smith & Parr, Oklahoma City, have plans for 2-story school; \$40,000. Contracts were to be let January 23. Enid—The board ordered Arch. R. W. Shaw to prepare plans for ward school in Sawyer addition. Hardy—Contract will probably be let soon for erection of a second school building; \$8,000. Ardmore—Arch. J. B. White has plans for 3-story high school; \$90,000.

## OREGON.

Pendleton—Contract has been awarded for 3-story high school; \$108,000. Portland—Site has been purchased on Seventh Street for school of trades building. Failing school will probably be rebuilt. 3-story school will be erected, E. 34th and Belmont Streets. Tobey & Mills, architects. Ainsworth school will be rebuilt. Site has been selected for Terwilliger school. Perdue—Plans have been adopted for school. Roseburg—Arch. Jos. Dow, Portland, is preparing plans for school; \$30,000. Thurston—Erection of high school favored at recent election. Salem—Arch. Fred Legg has plans for two schools. Rickreall—The school district recently voted to build high school; \$7,000.

## PENNSYLVANIA.

California—Arch. A. P. Cooper, Uniontown, has plans for 18-room school. Figures will be received until March 20. Oakmont—Arch. Geo. H. Schwan, Pittsburgh, has revised plans for 12-room school. Bids received February 15. Canonsburg—Arch. W. G. Eckles, New Castle, has new plans for 8-room school; \$45,000. Figures received March 1. Ardmore—2-story school will be erected; \$50,000; J. Randall Williams, president, school board, received competitive plans February 15. Lebanon—School will be rebuilt; \$15,000; J. H. Seltzer, president, board of education. Polk—Assoc. Archts. F. J. Osterling and S. D. Brady have plans for school hall, State Feeble-Minded School; \$50,000. Bids received February 20. Erie—School will be erected; \$60,000; architect not selected; W. J. Flynn, secretary, board of education. Jenkintown—Arch. H. O. Wise, Philadelphia, has plans

for 2-story school for Cheltenham township. Harrisburg—Competitive plans have been received for Calder school. Reading—12-room school will be erected, Douglas and Ritter Streets; \$45,000. Philadelphia—Superintendent of Buildings J. Horace Cook has plans for 3-story school, Ninth Street and Lindley Avenue, Logan; \$130,000. Kingston—Sites have been considered for school. Harrisburg—The building committee of the board has been authorized to look for sites for new central high school. Birdsboro—Estimates have been discussed for completing Lincoln school. Pittsburgh—Arch. A. F. Link has plans for 3-story school, St. Rosalia's Church. Uniontown—Figures are being received for 3-story school, St. John's parish; \$30,000. Wilmerding—Archts. Milligan & Miller, Wilkesburg, will prepare plans for 2½-story school building.

## RHODE ISLAND.

Providence—A special committee of the school board will discuss with the architects the plans for high school building. Natick—Plans are being considered for 12-room school building; Jos. P. Burlingame, State House, Providence.

## SOUTH CAROLINA.

Dillon—Archts. Sayre & Baldwin, Anderson, have plans for school building; \$23,000. Plans ready for bids. Holly Hill—The citizens of Dist. No. 8 voted a bond issue for erection of school to cost \$10,000.

## SOUTH DAKOTA.

Newell—\$4,000, bonds, have been voted for school. Burke—Funds are being collected for erecting a parochial school. Address Rev. Fr. Fitzgerald. Frederick—Bids were received February 24 for erection of school, Brainerd township. Britton—\$10,000, bonds, voted for school building. Platte—Arch. Geo. Issenhueth, Huron, has plans for 2-story school; \$30,000. Contracts to be let about March 18. Burke—Bonds have been voted for 2-story school building; \$20,000.

## TENNESSEE.

East Lake—Archts. Huntington & Sears, Chattanooga, have plans for school. Work will start at once. Chattanooga—Figures received February 25 for 2½-story school building; A. C. Lamont, architect.

## TEXAS.

Texline—Bids were received January 20 for erection of 2-story school, Dist. No. 1; estimated cost, \$14,000; F. W. Spann, chairman. Kerrville—Bids were received January 15 for erection of 2-story school. Dallas—Site has been secured for school, Cotton Mills District. San Antonio—2-story school will be erected, Alamo Heights; \$25,000; A. Herrman, architect. Dallas—Plans are being discussed for school building, Academy of Our Mother of Good Counsel; \$50,000. Address Mother Albertine, superior general of Sisters of St. Mary, Lockport, N. Y. Fort Worth—High school will be erected; \$220,000. Papatote—Contract has been let for 4-room school; \$10,000. Fort Worth—Site has been selected for colored school, North Side. Tuscola—Propose erection of \$10,000 school. Addicks—Bonds, \$10,000, have been voted and building sites considered for school building. Alta Loma—Arch. E. Lane has plans for 2-story school. Throckmorton—Bids will be received for school; S. F. Knox, secretary, board of education. San Marcos—Bids have been received for manual arts building, State Normal school.

## Plaster Casts

FOR DRAWING  
AND MODELING:

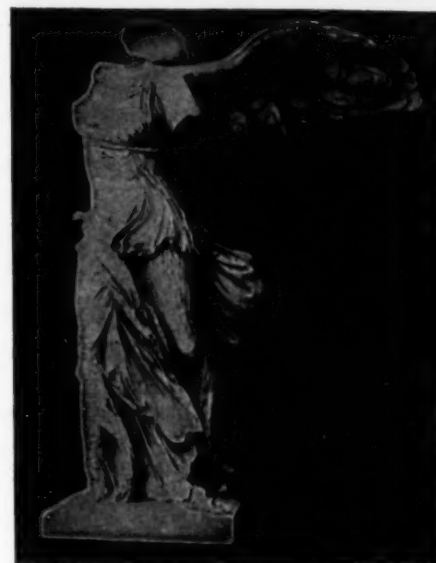
Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.  
\* \* \* for \* \* \*

SCHOOLROOM  
DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.  
Formators.

Milwaukee, - Wis.



Send for Catalogue

Before ordering Inkwells see the CLEVELAND

Pressed Steel FLUSH Top Inkwell

The latest and the best. The only stamped steel inkwell made that can be inserted absolutely flush with the top of the desk without counter boring. Low in price. Substantially made. Handsomely nickel plated, and presents a fine appearance when in the desk. Write for sample and price.

### CLEVELAND INKWELL CO.

2090 E. Twenty-Second St.

CLEVELAND, O.

## VIRGINIA.

Richmond—Proposals have been received for erection of school on Grace Street. Linville Depot—Bids were received January 15 for erection of high school, near Linville Station.

## WASHINGTON.

Tacoma—Bids were received January 27 for erection of 2-story manual training and domestic science building, Dist. No. 88; C. D. Erspamer, clerk, R. F. D. No. 2. Contract has been let for St. Leo's school. Archt. Frederick Heath will prepare plans for central school building and East Side high school. Ellensburg—Bids were received February 9 for high school; \$60,000. Winlock—2-story school will be erected this spring.

## WEST VIRGINIA.

Cairo—Arch. C. W. Bates, Wheeling, has plans for 2-story school; \$25,000. Figures received March 1. Harpers Ferry—Archts. Holmboe & Lafferty, Clarksburg, have been authorized to prepare plans for high school; \$20,000. Huntington—School will be erected, Tenth Avenue and 24th Street, to replace school at 8th Avenue and Smith Street. Work will begin this spring.

## WISCONSIN.

Rhineland—Arch. T. Gastra, Chicago, Ill., has plans for 3-story high school; \$65,000. Green Bay—Ninth Street school will be erected; \$20,000. Merrill—School will be erected in Sixth Ward. Algoma—The county board has appropriated \$2,000 for erecting a training school in the city. Milwaukee—Arch. Herman J. Esser has plans for 3-story school building, German-English Academy. Figures received March 1. Cumberland—Bids have been received for 2-room school, Dist. No. 5, McKinley. Barron—Bids have been received for school in town of Maple Grove. Ladysmith—Archts. Alban & Hausler, St. Paul, Minn., have plans for 3-story school for Servite Fathers. Milwaukee—The board of school directors has accepted plans by its architects for East Division high school building on Riverside Place; \$250,000. Racine—Bohemian school is proposed for North Side. Site will be purchased. Waukesha—Archts. Van Ryn & DeGelleke, Milwaukee, have plans for school building, Wisconsin Industrial School for Boys; \$30,000. Bids received probably about March 1. Baraboo—Arch. Andrew Roth, La Crosse, has plans for 2-story school, St. Joseph's Church; \$15,000. Waupun—Sites have been considered for school to be erected this spring. Eau Claire—The board of normal school regents is considering the appointment of an architect to prepare plans for normal school building. Green Bay—Archts. Hubert & Anderson have preliminary plans for 4-room school; W. L. Kerr, city clerk.

### The Editor's Mail

#### THE EQUAL PAY QUESTION.

Dear Mr. Bruce: I have been very much interested in the articles written in the last two numbers of the School Board Journal on equal pay for men and women. My interest led me to submit these articles to a meeting of the principals of the Ogden school system. After presenting them I called a number of votes in order



to find the sentiment of the principals on these subjects. About two-thirds of our principals are men and one-third women. The constitution of the state of Utah says that there shall be no discrimination between men and women for equal work, and I do not know that there is any desire in this state to make a discrimination. Miss Blake, in her article, writes in a very complimentary mood regarding western teachers and their liberality. It seems an unreasonable proposition that there should be a discrimination when the work is equally done. Of course, we eliminate men from the discussion when it comes to primary education. I believe it will be conceded everywhere that women are superior to men, generally, in the lower grades, and yet the greatest work that has ever been done for small children has been done by men like Pestalozzi, Froebel and others. It is our unanimous opinion, too, that an \$800.00 woman is better than an \$800.00 man. One of the votes taken by our principals yesterday brought the unanimous decision that women, ordinarily, teaching the same grade, do not get the results in the school and in the community that men secure. Of course an \$800.00 woman would get better results than an \$800.00 man. A very good woman teacher can be secured at that salary, while none but the weakest of men would accept it. And, as between a womanly woman and a womanly man, the former would be our choice.

Our school system is organized with the seventh and eighth grades concentrated in buildings by themselves, with no other grades in those buildings. These schools are called "Sub High Schools." In them about three-fourths of the teachers are men. We have about the same proportion of men in the high school. The principals of those schools feel at liberty to call upon men for extra work at times, either in the community or around their buildings. The response is met with manly strength and virility. It has generally been a proverb among civilized nations that "The glory of a young man is his strength." Where there is strength there may be force. Women, of course, have virtues that even excel this virtue, perhaps, but they are strongest when modestly used and weakest when overtaxed physically, in an attempt to compete with the strenuous acts of man. Women, generally, are unequal to the long physical strain of extra work.

We have a clause in our contracts that allows a teacher to be out ten days on account of illness without deduction in salary. The privileges of this paragraph are taken almost wholly by the women. Of course, there are some of the women who do not avail themselves of the privileges allowed by the contract, and who, through a spirit of self-sacrifice and perseverance, continue on in their work in school, and force the principals, men and women alike, to exclaim, "Oh, the frailty of woman!" There are exceptions to this. Last year a man made a failure in one of these schools and a strong, energetic woman took his place and succeeded at the same salary that he was getting. She gave complete satisfaction. This is the kind of men who may be employed for a salary that women will gladly accept.

In the high school work we can get very competent women for salaries of from \$900.00 to \$1200.00 per year. We could also get men for these salaries, but such men are not the ones we are looking for. A year ago we had a man apply for a position at about \$1,500.00. We have one vacancy which was not of sufficient importance to justify paying more than \$1,150.00, but on assurance of promotion for the next year, he accepted, temporarily, that place. After his promotion was made he said that a lady teacher had approached him to submit a financial proposition for their mutual benefit, saying by way of introduction, "I believe your salary and mine are the same." He said he had never so keenly felt his effeminacy. We want men who have red blood in their veins, if we have men at all. Professional and business life will yield such men excellent incomes. Women get better pay in the schools than they do in other work. This does not mean that we do not have in our schools any women with vigor and energy. Some of our women principals are as able as some of our men, and their salaries are as good. They would not be as good, however, if they could not be called upon for extra work occasionally. We feel that it may be safely stated that men in general are actually worth in our school system from \$100.00 to \$300.00 more than women.

Miss Ina Eleanor Craven, one of our principals who holds a degree conferred by the Colorado State Normal School, said at the conclusion of the meeting, that she did not consider an admission that men had greater strength, force and influence would debase women; she suggested that a great percentage of women are in the profession temporarily, and for this reason, do not

take educational magazines and settle down into a life calling. She also called my attention to the fact that many men are making school teaching a stepping-stone because in so many places they are put on an equal basis with women, and that this condition fills the schools with transient people on both sides. The other lady principals concurred in Miss Craven's opinion. Miss Willa Spurgeon, another of our competent principals, said, "I would not, even if I had the power, compel an able man, especially one with a family, to work side by side with me in the school at the same salary when I have only myself to support." This sentiment being recognized as it is, creates a spirit of harmony in our school system that enables us to accomplish much more than we otherwise could do.

There is a general sentiment gained through actual experience against the employment of married women. This sentiment is more or less prevalent throughout the west.

Miss Blake accuses President Elliot of not knowing what he is talking about when he "descends to calling it silly to talk in favor of equal pay" and says that he has "no arguments to oppose that which his prejudices make him desire to oppose." Well, we think much of President Elliot in the west and we think that he could discuss this subject without accusing the opposite side of being unfair. Both Mr. Hess and President Elliot have at least produced sound argument.

Miss Blake calls attention to the fact that in some places in the west women occupy positions as superintendent, both in city, county and state. This is true, occasionally, but not frequently. And even among the occasional ones that are promoted to these positions, it is unfortunately done often times, though not always, in states where there is woman's suffrage; not by the women, but by men, whose profession is political manipulation. It is sometimes a political bargain to coax out women voters. Be it said, however, to the credit of the women that very few such attempts are successful, yet some have been. Occasionally, however, a woman is promoted to these positions because she is the proper person. She is qualified.

As I look over Mr. Hess' article, I think he has omitted the sting, which somewhat helps the dignity of an educational discussion. It is not right for us to be unfair, in putting into the mouths of our opponents arguments that they did not use, or in any way putting them in a false light.

Yours very truly, J. M. MILLS.

Ogden City, Feb. 9, 1912.

#### The Ayres Report.

January 30, 1912.

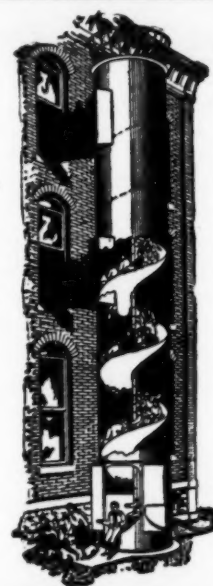
Editor School Board Journal:

You have requested me to distribute to our board of education a few sample copies of your excellent Journal in the thought that this particular issue will be of special interest to the members, since it contains Dr. Leonard Ayres' discussion of Age-Progress. Let me say to you that just now in our city the discussion referred to is incendiary stuff. It feeds most inopportunistly the fire of unfair criticism. Consider the table of comparison of the twenty-nine cities.

No one has any moral right to spread before the country figures that in each individual case need explanation. Without such explanation the figures are worthless. We note the fact that a majority of our own schools would stand well in this "Age-Progress" list; but when one or two schools include large numbers of children born in foreign parts, or in the southern states, or have been handicapped in other ways, and are seven or eight years over age, the situation is very different. Scores of our citizens are now saying: "What! our city so low as that in a list of twenty-nine! What sort of schools have we?" The remark in the last paragraph of the report, namely, that this list does not determine which schools are the best, is seldom noted by those who do most of the talking. Such publication is especially obnoxious in a community that is already for various other reasons getting its full share of criticism.

Furthermore let me say: The figures in the tables referred to were not worked out on a common basis and are therefore unreliable for any purpose. I have inquired of at least eight of the cities included in the list and do not care to spend my time in further investigation. One-half of these cities have so reported the ages as to make approximately five-sixths of all their pupils one year younger or one year less in school than they would be if the method used in the other four cities, and also in our own city, had been followed! The work was not properly supervised. Why was not investigation made before rushing into print? And all this is supposed to be the work of an expert!

An "age-progress" study may be made serviceable for one thing. It may show to each separate system and to each separate school how best to fit the work to the needs of the pupils. Any com-



IS the best Fire Escape in the world too good for you or the children in your care? If not then tell your School Board about the

**Kirker-Bender the Spiral Slide**

in use all over the U. S.

Covered with 8 Patents

Write for Catalogue

**DOW WIRE & IRON WORKS, Inc.**  
LOUISVILLE, KENTUCKY

### AMERICAN PORTABLE HOUSE CO.

Manufacturers of  
Portable Houses of all descriptions  
Permanent Homes, Summer Residences  
Camps, Bunk-Houses, Churches, etc.

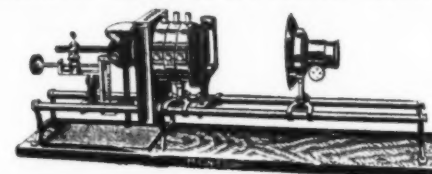


School House

We make a specialty of Portable School Buildings. Now in use in nearly all sections of the United States. Our Patent Construction insures a building that is absolutely dry, warm, well ventilated and healthy. Correspondence solicited. Write for catalogue, plans and prices to

Office, Room 329 Arcade Bldg., Seattle, Wash.

### "McIntosh Lanterns are Honest Lanterns"



### THE COLLEGE BENCH LANTERN

has been designed and built to meet the demand for a high grade school lantern which is interchangeable for Lantern slide, microscope, vertical, and opaque projection.

It is backed by the McIntosh guarantee, and 35 years' experience (we build nothing but Lanterns).

We have a fine line of educational slides for sale and rent.

We have a little booklet "Projection Pointers" which is sent on request. Our catalog is free—write for it.

**MCINTOSH STEREOPTICON COMPANY**

427 Atlas Block

CHICAGO



For College, School, Society or Lodge.  
Descriptive catalog with attractive prices mailed free upon request. Either style of pins here illustrated with any three letters and figures, one or two colors of enamel. STERLING SILVER, 25c each; \$2.50 doz.; SILVER PLATE, 10c each; \$1.00 doz. PARTIAN BROS. CO. Dept. 747 ROCHESTER, N. Y.

parative list of school systems is useless for this purpose. As I have said above, without ample explanation such a list is inherently vicious.

Permit me to say in closing that this letter is in no sense a reflection upon your valuable Journal, which I shall take pleasure in recommending to our board of education.

Superintendent.





Registered in U. S. Patent Office.

"The dominant idea of every public school system should be, the best material for every child in the schools."

No. 245 "Alpha" for first year writing.  
No. 315 "Veriblack" for free hand drawing.  
No. 643 "Vocational" for mechanical drawing.  
E-740 Pen, for free arm movement.

Samples free to superintendents, principals and teachers.

377-379 BROADWAY **EAGLE PENCIL CO.** NEW YORK

## DIXON LEADS!

The new thought in teaching writing insists on a big pencil for the Primary Grades. This is Dixon's "Beginners' " pencil.

Every Principal and Superintendent, and every Drawing Teacher should write us for free sample of this pencil.

A color chart showing the twenty colors in which our crayons are made will also be sent.

**Joseph Dixon Crucible Co., Jersey City, N. J.**



Miss Primer—Is our new superintendent troublesome?

Mr. Principal—Troublesome! He couldn't act worse if he were a relative.

### Sorrows of Boyhood.

A boy, twelve years old, with an air of melancholy resignation, went to his teacher and handed in the following note from his mother before taking his seat:

"Dear Madam—Please excuse James for not being present yesterday. He played truant, but you needn't whip him for it. The boy he played truant with and him fell out, and he licked James and a man they threw stones at caught him and licked him; and the driver of a cart they hung on licked him; and the owner of a cat they chased licked him. Then I spanked him when he came home, after that his father thrashed him; and I had to give him another for being sullen to me for telling his father. So you need not lick him until next time. He thinks he will attend regular in future."

### She Took Notice.

A county superintendent one day visited a rural school taught by a young lady, and in the course of the examination of the class, said:

"Now, children, I wish you to take notice of what I do, and then write an account of it."

Then he stepped to the blackboard and wrote a sentence upon it.

All the children except one wrote in effect that the "superintendent" came into the school and wrote on the blackboard, "I love a good school."

One little girl, however, followed instructions

more literally and completed the story by adding:

"And then he went to the platform, sat down, played with his watch chain, pulled his mustache, and winked at teacher."

### Common.

Book Clerk—"Why not buy a set of Charles Dickens?"

Mrs. Lately Hightime (recently come into a fortune)—Charles Dickens! Why, they're too common. Everybody has his books!"

### Worth a Prize.

A Scottish boy of 6 years, who attended a school at which prizes were given on the slightest sort of provocation, one day proudly exhibited a reward of merit earned in the realm of natural history.

"Teacher asked us how many legs a horse had, an' I said five!" the laddie triumphantly declaimed.

"Five!" rang the surprised adult chorus. "But, of course, you were wrong?"

"Of course," was the proud admission. "But all the other boys said six."

### Probably True.

Teacher: "Willie, what made Columbus think the world was round?"

Willie: "I guess 'cause it didn't give him a square deal."

### Ad Oculos.

Professor (ins Studierzimmer tretend): — "Ich glaube gar, Anna, Sie lesen statt dass Sie abstauben!"

Dienstmaedchen—"Aber nein! Ich habe soeben den Kompass abgewischt; sehen Sie, er zappelt noch!"

### His Part.

He had displeased his chums in a small western college, and his punishment consisted in being "ducked" in the fountain. The usual inquisition before the faculty found all the suspects present. With a sufficiently dignified frown, the president turned to the boy who was supposed to be the ringleader, and asked: "What part did you have in this prank?"

And the dignity of the meeting departed without ceremony when the boy smiled and answered:

"A leg, sir."

### College Honors.

"Dear Father," writes a college son,

"I'm working day and night;

Have taken the first place in Greek

And passed exams all right.

Allowance seems a little small,

Was pretty short last week."

The sire's reply is brief and terse:

"You don't need cash for Greek."

Again he writes: "Dear Father, I

Am chosen in debate

'Twixt Yale and Harvard, you can bet

I feel 'tis something great.

I'm hard up, would be much obliged

If something down you'd chalk."

Father's reply again is brief:

"You don't need cash to talk."

The latest letter reads: "Dear dad,

I'm on the football team.

Am quarterback, must hustle though,

And don't have time to dream.

I need spot cash." The dad replies:

"Inclosed check bears my name,

Just fill it in; your ma and I

Will come up to the game."—Life.

In a certain middle-western city it is customary for every class of the elementary schools to make two visits, each year, to the public museum and spend several hours in the natural history section.

"Where have you been, boys?" asked the father of a family, recently come to town, after their first visit to the museum.

"We've been to a dead circus," was the joyous answer.

### A Bright Boy.

"Now, Tommie," said the teacher, "you may give me an example of a coincidence."

"Why—er," said Tommie, with some hesitation, "why—er—why—me fadder and me mudder was both married on de same day."



### Thoughtful?

Professor A.—Why so thoughtful today, colleague?

Professor B.—Say nothing—I forgot my cravatte this morning.—*Fliegende Blaetter.*

We repeat  
**THE ELSON GRAMMAR SCHOOL READERS**  
are strikingly distinctive, meritorious and economical  
**SCOTT, FORESMAN AND COMPANY** CHICAGO NEW YORK

**CHARLES E. MERRILL CO.**  
PUBLISHERS OF SCHOOL AND COLLEGE TEXT BOOKS  
44-60 East 23d St. CHICAGO  
NEW YORK 323-325 East 23d St. CHICAGO



# School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

VOL. XLIV, No. 4

MILWAUKEE—New York—Chicago, APRIL, 1912

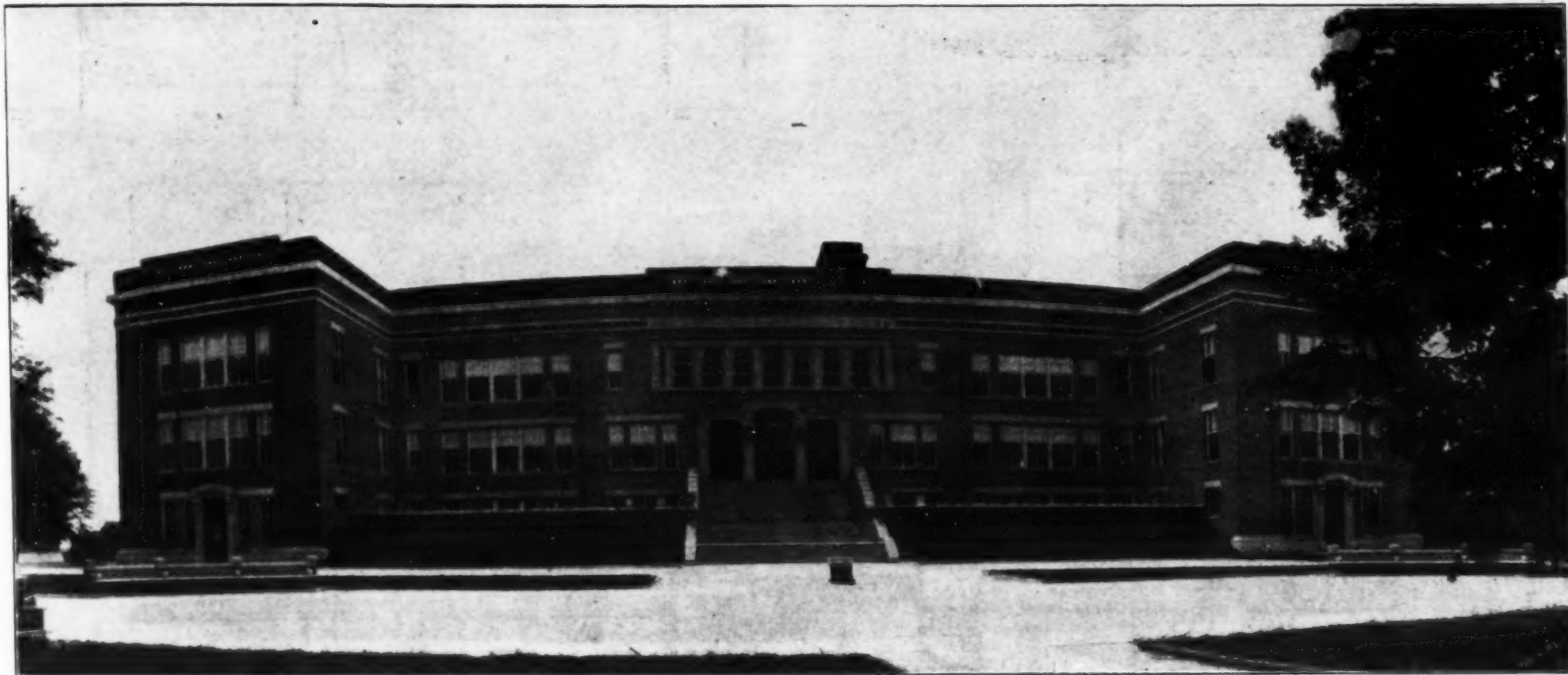
DEPARTMENT OF  
EDUCATION.

RECEIVED

APR 12 1912

LELAND STANFORD  
JUNIOR UNIVERSITY.

SUBSCRIPTION PRICE  
\$1.00 PER YEAR



WESTWOOD SCHOOL, CINCINNATI, O.  
Garber & Woodward, Architects, Cincinnati.

(Plans, pages 14 and 28)

## Social Center Ideas in New Elementary School Architecture

By CLARENCE ARTHUR PERRY, Russell Sage Foundation

The Civic League of Lexington, Kentucky, was endeavoring to get a new school building for a neglected district of their city. The school board was agreeable, but the funds then available would meet only a fraction of the cost. The enterprising women and men (this order is necessitated by the facts), who compose the League, resolved not to wait for municipal action. Securing the services of a prominent architectural firm, they asked it to embody certain ideas in an economical plan. When the sketches were done they were published in the newspaper and also sent to people all over the city on post cards, bearing the diagrams and this description:

"The basement of the new school shows a kitchen, a carpenter shop, and a laundry where the children will be taught. \* \* \* The swimming pool and showers are to be open to the young people and the adults of the community as well as to the school children. \* \* \* On the main floor, in addition to the classrooms, there is a large room to be used as kindergarten, gymnasium and auditorium. In the morning the kindergarten children will occupy it. It is a story and a half high to accommodate the gymnasium apparatus. With the stage at the end and folding chairs it may be converted into an auditorium for stereopticon lectures, musical entertainments and plays. When the school buildings belonging to the people are used by the people as their club houses, where recreation, physical activity and educative amusement may be had by the young in proper environment, the saloon evil and other social evils will not cut so large a figure in our civilization. \* \* \* The top floor shows four classrooms, and a little library or reading room where the excellent library extension work now being carried on may develop. The flat roof of the combined gymnasium and kindergarten room below may be used for an out-door school."

After the merits of their plan had had time to sink into the public mind, they held a nine days' campaign soliciting funds. A twenty-five foot barometer set up in front of the courthouse, indicated from day to day the results of their efforts. On the last day the balance of the amount required was guaranteed and now a model schoolhouse is going up in Lexington which, more literally than usual, is being built *by* and *for* the people.

A survey of the newer elementary schoolhouses in two score of our leading cities and towns demonstrates that the motive to provide structures which can be used by adults, as well as children, is becoming increasingly active. Most of the features which are converting the modern public schoolhouse into a social center were originally provided to meet new educational demands. But modern education is becoming so pleasant a process that the people who in their youth fled from the classroom with alacrity are now coming back to it with a new enthusiasm. The evening classes, parents' meetings and public lectures have demonstrated to the school officials that the people appreciate the new privileges and so they are extending them. The playground movement is also exerting pressure upon the schoolhouse doors. If it is wise to provide wholesome play opportunities during the summer it is equally wise to look after the young people's recreational needs during the long winter evenings.

Thus the building committees are beginning to think also of the schools as evening recreation centers and adapt them accordingly.

While few cities have as yet adopted standard plans which include all of the facilities discussed below, the rapidity with which they are appearing in the newer buildings indicates their general adoption in the near future. At the present time a large majority of the leading cities and towns now provide assembly rooms in all of their new school buildings.

### The Auditorium.

The prevailing tendency is to place this room in the lower part of the building where it will be easy of access. In New York where the H plan is frequently followed, the assembly room is in the basement underneath the open court and is provided with as good overhead lighting as can be obtained through a pavement. The seats are fixed and there is a gentle slope to the floor, making it possible for little children to see the platform from the rear of the room. In the Chicago schools of the Mozart type, the assembly room occupies a large one-story extension in front of the schoolhouse proper. Sliding doors of solid paneled oak 17 feet high divide the room in halves, one portion of which is covered with cork matting and is used as a gymnasium. The rear half of the room shows a gentle incline and is furnished with fixed opera chairs. When movable seats are placed in the gymnasium part, the auditorium will



# Educational Trade Directory

The names given below are those of the leading and most reliable School Supply Houses and Publishers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms. If any desired item cannot be found listed, write to Wm. Geo. Bruce, Publisher, Milwaukee, Wis.

**ADJUSTABLE WINDOW SHADES.**  
L. O. Draper Shade Co. .... Spiceland, Ind.  
O. C. Steele Mfg. Co. .... Spiceland, Ind.

**APPARATUS—SCIENTIFIC.**  
Bausch & Lomb. Rochester, N. Y.  
Columbia School Supply Co. .... Indianapolis, Ind.  
McIntosh Stereop. Co. .... Chicago

**ART MATERIALS.**  
Binney & Smith. New York City  
Eagle Pencil Co. .... New York  
Jos. Dixon Crucible Co. .... Jersey City, N. J.  
Milton Bradley Co. .... Springfield, Mass.  
Standard Crayon Mfg. Co. .... Danvers, Mass.  
B. K. Elliott Co. Pittsburgh, Pa.  
American Crayon Co. Sandusky, O.  
Economy Drawing Table Co. .... Toledo, O.  
Columbia School Supply Co. .... Indianapolis, Ind.  
Devoe, Dept. 5. .... N. Y., Chicago  
Beckley-Cardy Co. .... Chicago  
The Prang Co. New York, Chicago  
Thomas Charles Co. Chicago, Ill.

**ATHLETIC FIELD APPARATUS.**  
A. G. Spalding & Bros. .... Chicopee, Mass.  
Fred Medart Mfg. Co. .... St. Louis  
W. S. Tothill. .... Chicago, Ill.

**AUDITORIUM SEATING.**  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
Haney School Furniture Co. .... Grand Rapids, Mich.  
Peabody School Furniture Co. .... No. Manchester, Ind.  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Mfg. Co. .... Chicago, Ill.  
Peter & Volz. Arlington Hts., Ill.

**BELLS.**  
Meneely & Co. Watervliet, N. Y.  
St. Louis Bell Fdry. St. Louis, Mo.

**BLACKBOARDS—COMPOSITION.**  
N. Y. Silicate Book Slate Co. N.Y., Ch'go  
Beckley-Cardy Co. .... Chicago  
Good Products Co. .... Chicago

**BLACKBOARDS—NATURAL SLATE.**  
E. J. Johnson. .... New York  
Penn. Structural Slate Co. .... Worth Bldg., Easton, Pa.  
Keenan Structural Slate Co. .... Bangor, Pa.  
Main-Bangor Slate Co. Bangor, Pa.  
Omega Slate Company. .... Bangor, Pa.

**BLACKBOARD DEALERS.**  
Peckham, Little & Co. .... N. Y.  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia Sch. Supply Co. .... Indianapolis, Ind.  
American Seating Co. N.Y., Ch'go  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**BOOK BINDERS.**  
Apollo Publishing Co. Reading, Pa.

**BOOK COVERS.**  
Holden Book Cover Co. .... Springfield, Mass.

**BOOK DEALERS.**  
Keystone Book Co. .... Chicago, Ill.

**CAPS AND GOWNS.**  
Cotrell & Leonard. Albany, N. Y.

**CHARTS.**  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
Milton Bradley Co. .... Springfield  
McConnell Sch. Sup. Co. .... Phila.  
E. W. A. Rowles. .... Chicago  
A. J. Nystrom & Co. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**CLASS PINS.**  
Bastian Bros. Co. Dept. 767. .... Rochester, N. Y.

**CLOCKS—PROGRAM.**  
Standard Electric Time Co. Boston  
Fred Frick Clock Co. .... Waynesboro, Pa.  
R. W. Paltridge. .... Chicago

**COSTUMES.**  
Fritz Schoultz & Co. .... Chicago

**CRAYONS.**  
Binney & Smith. New York City  
American Crayon Co. Sandusky, O.  
Standard Crayon Mfg. Co. .... Danvers, Mass.  
E. W. A. Rowles. .... Chicago

(Dealers.)  
American Seating Co. N.Y., Ch'go  
Eagle Pencil Co. .... N. Y.  
The Prang Co. New York, Chicago  
N. Y. Silicate Book Slate Co. N.Y.  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.  
Beckley-Cardy Co. .... Chicago  
Peter & Volz. Arlington Hts., Ill.

**DEAFENING QUILT.**  
Samuel Cabot. .... Boston

**DESKS, ADJUSTABLE.**  
American Seating Co. .... Chicago, N. Y.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.

**DESKS AND SEATING.**  
American Seating Co. N.Y., Ch'go  
Langslow, Fowler Co. .... Rochester, N. Y.  
W. A. Choate. .... Albany, N. Y.  
Economy Drawing Table Co. .... Toledo, O.  
Columbia School Supply Co. .... Indianapolis, Ind.  
Peabody School Furniture Co. .... No. Manchester, Ind.  
Haney School Furniture Co. .... Grand Rapids, Mich.  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Co. .... Chicago  
Peter & Volz. Arlington Hts., Ill.  
L. A. Murray & Co., Kilbourn, Wis.

**DOMESTIC SCIENCE EQUIPMENT.**  
Orr & Lockett Hdw. Co. Chicago  
Kewaunee Mfg. Co. .... Kewaunee, Wis.

**DOMESTIC SCIENCE TABLES.**  
Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.  
Orr & Lockett Hdw. Co. Chicago  
Kewaunee Mfg. Co. .... Kewaunee, Wis.

**DOMESTIC SCIENCE STOVES.**  
Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.  
Simmons Hdw. Co. .... St. Louis  
Orr & Lockett Hdw. Co. Chicago

**DRINKING FOUNTAINS.**  
L. E. Knott Apparatus Co. Boston  
Springfield Sanitary Drinking Fountain Co. .... Chicopee, Mass.  
L. Wolff Mfg. Co. .... Chicago  
Jas. B. Clow & Sons. .... Chicago  
N. O. Nelson Mfg. Co. St. Louis  
Rundie-Spence Mfg. Co. Milwaukee  
M. H. Foundry & Mfg. Co. .... Belleville, Ill.  
Hamrick-Tobey Co. Wausau, Wis.

**DUPLICATORS.**  
Hektograph Co. New York City

**DUSTERS.**  
Howard Dustless Duster Co. .... Boston, Mass.

**ERASERS.**  
N. Y. Silicate Book Slate Co. N.Y.  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**FIRE ESCAPES.**  
Dow Wire & Iron Works. .... Louisville, Ky.

**FIRST-AID CABINETS.**  
Hess Warming and Ventilating Co. .... Chicago

**FLOOR DEAFENING.**  
Samuel Cabot. .... Boston

**GENERAL SCHOOL SUPPLIES.**  
Peckham, Little & Co. .... N. Y.  
N. Y. Silicate Book Slate Co. N.Y.  
W. A. Choate. .... Albany, N. Y.  
Binney & Smith. New York City  
McConnell Sch. Supply Co. Phila.  
Columbia School Supply Co. .... Indianapolis, Ind.  
Peabody School Furniture Co. .... No. Manchester, Ind.  
Haney School Furniture Co. .... Grand Rapids, Mich.  
American Seating Co. N.Y., Ch'go  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Co. .... Chicago  
Thomas Charles Co. Chicago, Ill.  
Garden City Educational Co. .... Chicago, Ill.  
Peter & Volz. Arlington Hts., Ill.  
L. A. Murray & Co., Kilbourn, Wis.

**GLOBES.**  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furniture Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
A. J. Nystrom & Co. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**GYMNASIUM APPARATUS.**  
Fred Medart Mfg. Co. St. Louis  
A. G. Spalding & Bros. .... Chicopee, Mass.  
W. S. Tothill. .... Chicago

**HEATING AND VENTILATION.**  
Peck-Hammond Co. Cincinnati  
Lewis & Kitchen. .... Chicago  
Hess Warming and Ventilating Co. .... Chicago

**INK WELLS.**  
Squires Ink Well Co. Pittsburgh, Pa.  
U. S. Inkwell Co., Des Moines, Ia., and Evansville, Ind.  
Am. Inkwell Co. Adrian, Minn.  
The Tannetwitz Co. .... Grand Rapids, Mich.

**JANITORS' SUPPLIES.**  
Columbia School Supply Co. .... Indianapolis, Ind.  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**KINDERGARTEN SUPPLIES.**  
Milton Bradley Co. Springfield  
E. W. A. Rowles. .... Chicago  
Thomas Charles Co. Chicago  
Beckley-Cardy Co. .... Chicago

**LABORATORY FURNITURE.**  
Economy Drawing Table Co. .... Toledo, O.  
Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
Kewaunee Mfg. Co. .... Kewaunee, Wis.

**LANTERN SLIDES.**  
McIntosh Stereopticon Co., Ch'go

**LATHES.**  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Crescent Machine Co., Leetonia, O.  
Simmons Hdw. Co. .... St. Louis  
Orr & Lockett Hdw. Co. Chicago  
C. Christiansen. .... Chicago  
E. H. Sheldon & Co. Chicago, Ill.

**LIQUID SLATING.**  
N. Y. Silicate Book Slate Co. N.Y.  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furniture Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.  
Beckley-Cardy Co. .... Chicago  
Good Products Co. .... Chicago

**LOCKERS.**  
Hess Warming and Ventilating Co. .... Chicago  
Fred Medart Mfg. Co. .... St. Louis, Mo.  
A. G. Spalding & Bros. .... Chicopee, Mass.  
Durand-Steel Locker Co. Chicago

**MACHINERY.**  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Crescent Machine Co., Leetonia, O.

**MANUAL TRAINING BENCHES.**  
B. K. Elliott Co. Pittsburgh, Pa.  
Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
Economy Drawing Table Co. .... Toledo, O.  
Simmons Hdw. Co. .... St. Louis  
C. Christiansen. .... Chicago  
Orr & Lockett Hdw. Co. Chicago  
Chandler & Barber. .... Boston  
Richards-Wilcox Mfg. Co. .... Aurora, Ill.

**MANUAL TRAINING TOOLS AND SUPPLIES.**  
B. K. Elliott Co. Pittsburgh, Pa.  
Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Simmons Hdw. Co. .... St. Louis  
C. Christiansen. .... Chicago  
Orr & Lockett Hdw. Co. Chicago

Crescent Machine Co., Leetonia, O.  
Richards-Wilcox Mfg. Co. .... Aurora, Ill.  
Chandler & Barber. .... Boston

**MAPS.**  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
McConnell Sch. Sup. Co. .... Phila.  
Haney School Furniture Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
W. & A. K. Johnston. .... Chicago  
A. J. Nystrom & Co. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**PENCIL MANUFACTURERS.**  
Jos. Dixon Crucible Co. .... Jersey City, N. J.  
Eagle Pencil Co. .... N. Y. City  
Eberhard Faber. .... N. Y. City

**PENCIL SHARPENERS.**  
F. H. Cook & Co., Leominster, Mass.  
Peckham, Little & Co. .... N. Y.  
Eagle Pencil Co. .... N. Y. City  
Eberhard Faber. .... N. Y. City  
Jos. Dixon Crucible Co. .... Jersey City, N. J.  
E. W. A. Rowles. .... Chicago  
Beckley-Cardy Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**PEN MANUFACTURERS.**  
Esterbrook Steel Pen Mfg. Co. N.Y.  
Eagle Pencil Co. .... N. Y. City

**PHYSICAL AND CHEMICAL APPARATUS.**  
Columbia School Supply Co. .... Indianapolis, Ind.

**PLASTER CASTS.**  
C. Hennecke Co., Milwaukee, Wis.

**PLAYGROUND APPARATUS.**  
Fred Medart Mfg. Co., St. Louis  
A. G. Spalding & Bros. .... Chicopee, Mass.  
W. S. Tothill. .... Chicago

**PLUMBING FIXTURES.**  
L. Wolff Mfg. Co. .... Chicago  
James B. Clow & Sons. .... Chicago  
Lewis & Kitchen, Ch'go, Kas. City  
Rundie-Spence Mfg. Co. Milwaukee  
N. O. Nelson Mfg. Co. .... St. Louis, Edwardsville, Ill.

**PORTABLE SCHOOLHOUSES.**  
American Portable House Co. .... Seattle, Wash.

**PROJECTION LANTERNS AND ACCESSORIES.**  
Bausch & Lomb, Rochester, N. Y.  
McIntosh Stereop. Co. .... Chicago

**PROGRAM CLOCKS.**  
(See Clocks—Program.)

**RELIEF GLOBES AND MAPS.**  
McConnell Sch. Sup. Co. .... Phila.

**ROOFING—SLATE.**  
E. J. Johnson. .... New York  
Penn. Struct. Slate Co. .... Worth Bldg., Easton, Pa.  
Keenan Structural Slate Co. .... Bangor, Pa.  
Main-Bangor Slate Co. Bangor, Pa.

**SANITARY ENGINEERS.**  
Peck-Hammond Co. .... Cincinnati  
Lewis & Kitchen, Ch'go, Kas. City

**PUBLISHERS OF SCHOOL AND COLLEGE TEXTBOOKS.**  
D. Appleton & Co. .... New York, Chicago, Boston.  
Arthur J. Barnes Publishing Co. St. Louis, Mo.  
The A. S. Barnes Co. .... New York, Boston.  
B. D. Berry & Co. .... Chicago, Ill.  
Ginn & Co. .... Boston, New York, Chicago.  
D. C. Heath & Co. .... Boston, New York, Chicago.  
Wm. R. Jenkins Co. .... New York City.  
Laird & Lee. .... Chicago, Ill.  
The Macmillan Co. .... New York, Chicago, Boston.  
Charles E. Merrill Co. .... Boston, New York, Chicago.  
Newton & Co. .... New York, Chicago.  
The Palmer Co. .... New York, Chicago, Cedar Rapids, Ia.  
The Phonographic Institute Co. Cincinnati, Ohio.  
Isaac Pitman & Sons. .... New York City.  
The Prang Company. .... New York, Chicago, Boston.  
Rand, McNally & Co. .... Chicago, New York.  
Scott, Foresman & Co. .... Chicago, New York.  
Silver, Burdett & Co. .... Boston, New York, Chicago.  
Parker P. Simmons. .... New York City.  
Christopher Sower Co. .... Philadelphia, Pa.  
Thompson Brown Co. .... New York, Boston, Chicago.  
Zaner & Bloser. .... Columbus, Ohio.

**SANITARY FIXTURES.**  
Keenan Structural Slate Co. .... Bangor, Pa.  
Main-Bangor Slate Co. Bangor, Pa.  
Penn. Struct. Slate Co. Worth Bldg., Easton, Pa.  
Omega Slate Company. .... Bangor, Pa.  
Peck-Hammond Co., Cincinnati, O.  
L. Wolff Mfg. Co. .... Chicago  
Jas. B. Clow & Sons. .... Chicago  
Lewis & Kitchen. .... Chicago  
Rundie-Spence Mfg. Co. Milwaukee  
N. O. Nelson Mfg. Co. St. Louis  
M. H. Foundry & Mfg. Co. .... Belleville, Ill.

**SCHOOL BLANKS.**  
Peckham, Little & Co. .... N. Y.  
American Seating Co. N.Y., Ch'go  
McConnell Sch. Sup. Co. .... Phila.  
Mayer, Schoettle & Schairer Co. .... Ann Arbor, Mich.  
E. W. A. Rowles. .... Chicago  
A. J. Nystrom & Co. .... Chicago  
L. A. Murray & Co., Kilbourn, Wis.

**SCHOOL FURNITURE.**  
(See Desks and Auditorium Seating.)

**SCHOOL SUPPLIES.**  
(See General School Supplies.)

**SEWAGE DISPOSAL.**  
N. O. Nelson Mfg. Co. St. Louis  
Lewis & Kitchen. .... Chicago, Kansas City, Mo.  
Russell Sewage Disposal Co. .... Burlington, Ia.

**STATIONERY.**  
Columbia School Supply Co. .... Indianapolis, Ind.  
Beckley-Cardy Co. .... Chicago  
E. W. A. Rowles. .... Chicago  
McConnell School Supply Co. .... Philadelphia

**TALKING MACHINES.**  
Victor Talking Machine Co. .... Camden, N. J.

**TYPEWRITERS.**  
Remington Typewriter Co. N. Y.  
Smith-Premier Typewriter Co. .... New York, N. Y.

**VACUUM CLEANING SYSTEMS.**  
Spencer Turbine Cleaner Co. .... Hartford, Conn.  
Vacuum Engineering Co. .... New York  
Electric Renovator Mfg. Co. .... Pittsburgh, Pa.  
United Electric Co. .... Canton, O.

**VICES.**  
Columbia School Supply Co. .... Indianapolis, Ind.  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Richards-Wilcox Mfg. Co. .... Aurora, Ill.  
C. Christiansen. .... Chicago

**WALL DEAFENING.**  
Samuel Cabot. .... Boston

**WATER COLOR PAINTS.**  
Milton-Bradley Co., Spring'd, Mass.  
Am. Crayon Co. .... Sandusky, O.  
Devoe, Dept. 5. .... Chicago & N. Y.  
The Prang Co., New York, Chicago

**WINDOW SHADE ADJUSTERS.**  
C. I. Wimmer. .... Columbus, O.  
R. H. Johnson. .... Chicago  
E. W. A. Rowles. .... Chicago  
H. B. Dodge & Co. .... Chicago, Ill.

**WOODWORKING MACHINERY.**  
Oliver Machinery Co. .... Grand Rapids, Mich.  
Crescent Machine Co., Leetonia, O.



**Patrick Henry School**  
EQUIPPED WITH  
**The "Standard" Electric Clock and Program System**

*Several  
Other  
Schools  
in  
St. Louis  
have  
"Standard"  
Clock  
Systems.*



*Always  
Require  
the  
Best!  
Most  
Economical  
in  
Long  
Run.*

WILLIAM B. ITTNER, Architect.

System consists of fine Self-Winding Master Clock, Program Clock, 23 Secondary Clocks, 30 Class Room Bells, 2 10-in. Outside Gongs; all operated from Storage Battery, charged from Alternating Current thru Rectifier—practically no cost for maintenance. Send for Catalog K 32.

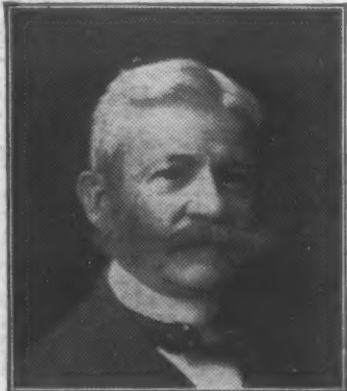
**The Standard Electric Time Company**

50 CHURCH ST., N. Y.

35 Congress St., BOSTON, MASS.

62 POST ST., SAN FRANCISCO

Automatically Accumulate a Saving in the Annual Outlay for Free Text Books by Increasing their Lives 50% to 100%.



**THE HOLDEN BOOK  
COVERS**

were designed and are made for this special purpose. The waste that goes on day by day without these Covers is staggering!

**A BIRD'S-EYE POINT OF VIEW!**

Books with bindings broken, de-lapidated condition, soiled, edges torn—saturated with germs and dirt. Nothing to stimulate the pupil in the care of Public Property. The danger of spreading diseases in transferring soiled books.

One-half the Possible Life.

Books protected for the full school year, bindings strengthened—entire book reinforced—uniform appearance, no absorption of water, mud, grease, oil, dirt or germs. The danger of spreading contagious diseases among the pupils overcome. Waterproof and Germproof. The Full Possible Life of the books.

Bring this to the Attention of your Committee. Let Economy and Cleanliness be the Solution of your text-book troubles.

**THE HOLDEN PATENT BOOK COVER CO.**

G. W. HOLDEN, Pres. Springfield, Mass. M. C. HOLDEN, Secy.



WILLETT'S SCHOOL, MONMOUTH, ILL.

H. E. Hewitt, Arch't, Peoria, Ill.  
Deadened with Cabot's Quilt

**SOUND PROOF FLOORS**

—a necessity in every schoolhouse—are produced by

**Cabot's Deafening "Quilt"**

It breaks up and absorbs the sound-waves as no other deadener can; it is indestructible, un-inflammable, scientific and sanitary; cannot rot, will not harbor moths or vermin, and resists fire.

"I have found the Quilt invaluable as a deadener of noise."—  
RUDYARD KIPLING.

Sample and special brochure on school house deafening.  
illustrated, sent on request.

**SAMUEL CABOT, Inc., Sole Mnfrs, BOSTON, MASS., U.S.A.**

*Beware of unsanitary imitations*